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ABSTRACT

A project was conducted from 1980 to 1982 to determine the costs and benefits of OCLC use in 29 small and medium-sized member libraries of the Illinois Valley Library System (IVLS). Academic, school, public, and special libraries participated in the project. Based on written attitude surveys of and interviews with library directors, staff, patrons, and members of the library governing board or other governing authority, this publication describes: (1) expectations of OCLC and the project; (2) attitudes toward specific facets of OCLC, covering attitudes toward cataloging and resource sharing on OCLC, staff effectiveness/satisfaction with OCLC, public relations and OCLC, clustering and public access terminals, and OCLC costs and other disadvantages; (3) the medium-sized public library that did not continue OCLC use; (4) attitudes toward the project and post-project needs; (5) the differences between attitudes of library directors and governing authorities; and (6) factors influencing the decision to continue or discontinue OCLC use after the project ended. Extensive appendices present statistical information on project libraries; a map of IVLS; sample questionnaires; full details of the responses to all attitude surveys and interviews; and a sample OCLC decision packet outlining OCLC benefits, disadvantages, and costs in a format designed to help library directors make a decision on further OCLC use. (ESR)

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Attitudes about OCLC
in Small and Medium-sized Libraries

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Illinois Valley Library System
OCLC Experimental Project
Report No. 4

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This is one of eight reports to be published by the Illinois State Library describing the results of the OCLC Experimental Project. The Project was conducted by the Illinois Valley Library System and thirty-three of its participating libraries from January 1980 to December 1982. The Project was funded by LSCA grant I-79-IX-C awarded by Alan J. Dixon, Illinois Secretary of State and State Librarian, through the Illinois State Library.

Illinois Valley Library System
OCLC Experimental Project
Reports

I OCLC Experimental Project Description

II Implementing OCLC in Small and Medium-Sized Libraries

III Cataloging Before and After OCLC

IV Attitudes about OCLC in Small and Medium-sized Libraries

V OCLC Use by Library Clusters

VI OCLC Public Access Terminals in Small and Medium-sized Libraries

VII Interlibrary Loan Before and After OCLC

VIII OCLC Experimental Project — Summary and Conclusions

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ATTITUDES ABOUT OCLC
IN SMALL AND MEDIUM-SIZED LIBRARIES

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INTRODUCTION

From January of 1980 to December of 1982, the Illinois Valley Library System and thirty-three of its participating libraries conducted an LSCA-funded Experimental Project in OCLC use. Its purpose was to examine the costs and benefits of using OCLC in small and medium-sized libraries of all types. The Project was designed to introduce libraries to OCLC and give their staff hands-on experience while relieving them of most of the costs of OCLC membership. At the end of the test period, each library had to decide whether to continue using OCLC at its own expense. During the Project both subjective and objective studies were conducted to measure OCLC use and its effects on both the libraries and the System.

A detailed description of the System, the Project and the libraries involved in the experiment is given in the first report in this series. The tables from that report, giving descriptive statistics for the Project libraries, are included in Appendix A of this report.

In all Project reports, certain terminology is used consistently. The "System" or "IVLS" refers to the Illinois Valley Library System; "Project" refers to the OCLC Experimental Project, whereas "project" may refer to any local undertaking, particularly retrospective conversion projects in each library; "librarian" or "library director" refers to the person responsible for library operations, reflecting various levels of education and experience. A "host library" is one where a terminal was located throughout the Project; a "guest" is a library that had no permanent terminal in-house but used one in a host library. Together a host library and its guest(s) formed a "cluster."

In all Project reports, it is assumed that the reader is familiar with the OCLC system and, in particular, with the cataloging and interlibrary loan subsystems. A brief description of this automated library service as it existed at the time of the Project can be found in the brochure On-Line Library Systems (Dublin, OH: OCLC, [1982]).

The focus of this fourth report will be the attitudes of library directors, staff, governing authorities and patrons towards OCLC and towards the Project itself. The reactions of these groups were collected at a number of different times during the Project using both written surveys and interviews. Whereas the other reports focus on more exact measures of OCLC use - such as the time necessary to catalog or the number of interlibrary loans done - we hope that this report will show the reactions of various groups of people to the implementation of OCLC in their libraries.

METHODOLOGY

Information for this report was collected at several different times during the Project, using several formats. At the time each survey was done, the various libraries had reached different levels of training or had had different experiences with OCLC. For instance, 16 libraries in the Project had terminals installed in-house from the time the Project began, while sixteen others had no permanent terminals. However, all but two of these guest libraries had a public access terminal for six months at some point during the Project. Since the "public" terminals were used for all types OCLC work, these libraries did have a brief experience with in-house access. As the Project progressed, more libraries had had this experience, which undoubtedly affected attitudes.

The chart below outlines the timetable for the various attitude studies in relation to the major factors which might affect the opinions of directors, staff members, governing authorities and patrons. In addition to these factors, there was a change of directors in four of the full participant libraries during the Project.

TABLE IV-A

TIMETABLE FOR ATTITUDE STUDIES

Time	Survey	Related Events or Conditions
1977-80		In-house OCLC use by four libraries that were later partial participants in the Project.
March-June 1980		Installation of terminals in 10 host libraries. Training in on-line cataloging for 23 full participants.
November 1980		Beginning of retrospective conversion projects by libraries. Recon was begun and finished by various libraries at different times for the remainder of the Project.
January 1981		Training for 23 full participants in ILL subsystem. Full use of ILL system by all host and some guest libraries.
March 1981	Mid-Project Written Attitude Survey of Staff and Governing Authorities	
March-May 1981		Installation of terminals in 2 more host libraries. Training in on-line operations for 6 additional full participants.
May-September 1981	Written Patron Attitude Survey	
May 1981	Mid-Project Interviews with Directors and Staff 1st Director's Checklist	All directors interviewed, full and partial participants. At this point 10 libraries have had public terminals, 5 of them guests, so a total of 15 libraries (52%) had had some experience with in-house use.
May 28, 1981		Meeting of all Project participants.
February 17, 1982		Meeting of Project participants to discuss current Project results and the upcoming library decisions on whether to keep OCLC after the Project.
January-May 1982		Library decisions made on continuation and IVLS decisions made on terminal placement.
July-August 1982	End-Project Interviews with Directors and Governing Authorities 2nd Director's Checklist	All 29 full participant directors interviewed. Governing authority representatives for 23 libraries interviewed. At this point, 22 libraries (76%) had had public terminals; all but two libraries had had terminals in-house for all or part of the Project.
August 1982	End-Project Written Attitude Survey of Staff and Governing Authorities	Survey distributed to 29 full participants.

Written Survey

During the course of the Project, five written attitude surveys were undertaken to monitor the reactions of different groups to the use of OCLC. Each of the five written surveys requested some background information from the respondents, such as level of education or role within the library, to be used as independent variables in data analysis. This was followed by a variety of statements for the respondent to indicate agreement, disagreement or "no opinion."

The first set of written surveys was administered to three groups in all the participating libraries: library staff members, patrons and members of the governing board or other governing authority. The staff and governing authority written surveys were distributed in March of 1981. Responses were returned to the Project office within one month. Patron written attitude survey forms were distributed in May of 1981 and most were received back in the next two months.

At the end of the Project, two of the written survey forms were slightly revised and redistributed to the staff and governing authorities of the 29 full participants. The revisions were done to reflect the fact that respondents were now presumably answering in terms of experience rather than anticipation. For example, the first survey asked for reaction to the statement "New services will be available to library patrons," but the second survey was changed to "New services were available to the library patron." Some items were added to the second survey, but none were deleted.

The forms used and a summary of answers to each response item are given in the appendixes as follows:

Appendix B - Mid-Project Staff Survey

Appendix C - End-Project Staff Survey

Appendix D - Mid-Project Governing Authority Survey

Appendix E - End-Project Governing Authority Survey

Appendix F - Patron Survey

Interviews

During the Project, four sets of interviews were conducted. The first two were held in May of 1981 and are referred to as the "mid-Project" interviews. The director of each participating library, including the partial participants, was interviewed personally and individually. (The partial participants were four libraries which already used OCLC before the Project but agreed to help with Project surveys and other activities.) In a few cases, as with school district libraries with more than one director for the district, all the directors involved were interviewed together resulting in one summary response for the district. The second set of interviews was conducted during the same period with five groups of staff members from some of the libraries.

The third and fourth sets of interviews were conducted during July and August of 1982. By this time, all libraries except one had made their decision about whether or not to remain as OCLC users after Project support ended in June of 1982. Separate interviews were arranged with the director of each library (full participants only) and with, if appropriate, some member of the governing authority, preferably the board president. Six of the librarians indicated that the decision to stay with OCLC had been entirely their responsibility and had in no way been decided by a governing authority; accordingly, that authority was not interviewed. Whereas the mid-Project interviews were conducted at the headquarters building of the Illinois Valley Library System, the end-Project interviews were performed, whenever possible, at the library itself.

The interviews were conducted according to a written outline of questions prepared beforehand. The questions were open-ended and interviewees were not prompted unless they were particularly uncommunicative and did not seem to be able to put their reactions into words. For the mid-Project interviews, the respondents did not know ahead of time what the questions were to be. For the end-Project interviews, the respondents were sent a set of questions about two weeks before the interview itself. There were four sets of questions which, although they covered the same themes, varied depending on whether the library was continuing to use OCLC and whether the interviewee was a director or member of the governing authority. Since, in many cases, the library directors at least had read the report of the previous set of interviews, it is likely that the full knowledge of the questions, a knowledge of the mid-Project responses to similar questions and their own previous interview experiences affected responses in the later interviews, making them more complete.

All of these interviews were conducted by Valerie Wilford, Assistant Professor of Library Science, Department of Communication, Illinois State University. She was assisted in the end-Project interviews by either Linda Nichols or Barbara Niehaus who took notes during the interview sessions. Reports on the interview responses were drafted by Ms. Wilford from her notes. These reports along with the question lists are attached to this report as follows:

Appendix G - Mid-Project Director Interviews

Appendix H - Mid-Project Staff Group Interviews

Appendix I - End-Project Director Interviews, Libraries Continuing with OCLC

Appendix J - End-Project Governing Authority Interviews, Libraries Continuing with OCLC

Appendix K - End-Project Director Interviews, Libraries
Not Continuing with OCLC

Appendix L - End-Project Governing Authority Interviews,
Libraries Not Continuing with OCLC

In these reports we have endeavored to present the responses of interviewees in terms as close to their own as possible while collating similar responses. To communicate the range of responses in a group, brief quotations have been included. We feel that these quotations indicate the variety or strength of attitudes which a single collective phrase represents. Relevant information from these surveys will be used in the body of this report.

Directors' Checklists

During the mid-Project interviews, a brief checklist of possible OCLC benefits was read to each director for their reactions. This was done so that at least one part of the interview would produce relatively comparable data. It was read only after the director had already responded to a more open-ended request for OCLC benefits and disadvantages.

When the end-Project interviews were planned, a more detailed checklist for director responses was included. There was not time to administer this during the interview itself, but each director was given a copy at that time and asked to fill it in and return it. This checklist, once again, was an attempt to get responses to a standardized set of fairly narrowly defined problems or attitudes that had surfaced at various points during the Project and were specifically related to the benefits or problems of OCLC use.

These two checklists and the responses to them are included as appendixes M and N [illegible] this report. Relevant items will be included in different sections of the report itself.

EXPECTATIONS OF OCLC AND THE PROJECT

The first few questions asked at the mid-Project directors' interviews concerned their reasons for joining the Project and their early expectations related to OCLC use and the Project itself. Their responses fell in two general categories. The first was benefits or problems they expected from OCLC use. The second was benefits they expected through participation in an experimental project involving automation in their library. The following discussion will briefly compare expectations in both categories with the directors' evaluation of their actual experience with OCLC and the Project. Sections following this will examine specific benefits and disadvantages in more detail.

Expectations of OCLC

Directors had several generalized expectations regarding OCLC use. Those mentioned most frequently in the mid-Project interviews are given below. Only the responses of the twenty-nine full participants are given (N = 29). Since the responses reported in Appendix G include the four partial participants, there are some differences in the figures there.

Increased level of patron services (26 // 89.7%)

Anxiety about handling the technology and/or learning necessary skills (14 //48.3%)

Concern about staff resistance to change (14 // 48.3%)

More effective use of existing staff (9 // 31.0%)

In the mid-Project and end-Project interviews the directors were also asked about the major benefits and problems they had experienced with OCLC use. Table IV-B on the next page summarizes these responses.

TABLE IV-8

DIRECTORS' MID-PROJECT AND END-PROJECT INTERVIEW RESPONSES

Perceived Benefits and Disadvantages of OCLC

Benefits/Disadvantages	Mid-Project Interviews		End-Project Interviews	
	no.	%	no.	%
Cost or future cost as a problem	16	55.2%	27	93.1%
Increased patron access to resources (ILL)	21	72.4%	27	93.1%
Better quality cataloging	21	72.4%	24	82.8%
Improved service to patrons (general statement)	—	—	20	69.0%
Increased staff effectiveness	9	31.0%	18	62.1%
Down time	17	58.6%	18	62.1%
Improved cataloging workflow/turnaround	14	48.3%	16	58.6%
Increased use of library resources	—	—	12	41.4%
Increased staff job satisfaction	8	27.6%	14	48.2%
Positive library image	13	44.8%	9	31.0%
Poor terminal response time	7	24.1%	9	31.0%
Problems with documentation	16	55.2%	6	20.6%
Lack of subject access	16	55.2%	5	17.2%
Slower cataloging workflow/turnaround	8	27.6%	2	6.9%
Time needed for retrospective conversion	9	31.0%	1	3.4%

(N = 29)

These are responses to open-ended questions concerning the benefits and disadvantages of OCLC use. Arrangement is from highest to lowest percentage for the directors in the end-Project interviews. Any item with a response of 25% or more in either of the two interviews is included. End-project percentages include respondents from all full participants, whether continuing or not continuing with OCLC.

The most frequently expressed anticipated benefit was enhanced patron services — expanded access to resources and faster, more accurate service (89.7%). This expectation was met for most participants in terms of two specific benefits:

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Increased patron access to resources (72.4% to 93.1%) [1]

Better quality cataloging (72.4% to 82.8%)

In addition, 69% of the directors in the end-Project interviews mentioned "improved service to patrons" generally. When the libraries giving these two specific responses were combined into one group, the total number giving at least one of the responses was 88.9% in the mid-Project interviews and 93.1% in the end-Project interviews.

More specific attitudes related to cataloging and interlibrary loan will be discussed in detail later. For now it is sufficient to note that expectations of improved services had been met by the middle of the Project and surpassed by the time it ended.

About one third of the directors (31%) specifically expected increased staff effectiveness as a result of implementing OCLC. The realization of this expectation was expressed in three categories of benefits, all of which exceeded the expectation level by the end of the Project:

Improved cataloging workflow/turnaround (48.3% to 58.6%)

Increased staff effectiveness (31.0% to 62.1%)

Increased staff job satisfaction (27.6% to 48.2%)

In the director's end-Project checklist (N = 26) there were several categories which also dealt with staff effectiveness. One wrap-up question asked the overall effect of OCLC on staff time. The responses are shown below (some directors checked more than one answer):

Overall, OCLC use is
- 31% saving staff time
- 8% having little effect
- 12% costing staff time
- 54% allowing better use of the same time

---

[1] The first percentage represents mid-Project interview responses, the second, end-Project responses.

The chief problem with OCLC use that was anticipated by directors was handling the technology and developing skills (48.3%). Some directors felt this anxiety for themselves and others for their staff. The first group consisted chiefly of directors of the smaller libraries, both school and public. These two groups represented, together, 23 libraries or 79.3% of the directors of full Project participants. Only two of the medium-sized public library directors were in this group. Directors of five libraries, on the other hand, specifically said that they did not view the need to deal with technology and acquire new skills as a problem. Four of these directors had had previous exposure to, and in two cases, extensive experience with, OCLC.

After approximately one year of experience, only two directors perceived an actual problem in handling the technology or developing the skills to deal with OCLC. For these two, also, the anxiety seemed to be as much for the equipment's safety as for their own ability to deal with it. In fact, the mastering of the new technology was seen as a definite benefit as shown by the following comments from interviewees:

> "It's a new art that is a challenge to be mastered."
>
> "There has been skill and knowledge enhancement."
>
> "Less boring than the manual procedures."

One director of a small public library expressed this turnaround in the attitude towards the technology in more detail: "People going into OCLC should know that there is a long period of frustration and confusion that goes with the learning and implementation process. But, if you want to conquer it, you can. Just work out the problems one by one."

The implementation was not without its frustrations and aggrevations. These turned out to be centered on the machinery and the documentation more than on the acquisition of skills. Down time (58.6% to 62.1%) and poor response time (24.1% to 31.0%) were cited as major disadvantages.

Some of the directors (51.2% to 20.6%) were also annoyed with the overwhelming documentation, paperwork, and detailed information they received in conjunction with OCLC work. Some of the information simply was not pertinent to the smaller libraries, other information, though important, was presented for the expert rather than the novice user and often buried in, to them, irrelevant material. Very few of the libraries in this Project had a single staff member whose only job was cataloging or ILL and who had the time to master the myriad details of the OCLC System. Even one director who did have staff with technical and cataloging expertise remarked that the documentation was overwhelming. One of the benefits of OCLC and similar automated systems should be to get expert results without expert staff in specialized areas like cataloging. Much of the documentation received seemed, to the librarians, to be designed to nullify this potential benefit.

Staff job satisfaction was not specifically given as an anticipated benefit. When asked about their actual experience, 27.6% (mid-Project) and 48.2% (end-Project) of the directors thought increased job satisfaction and/or job enhancement had been one result of OCLC use. Working with OCLC was seen as a more challenging, less boring experience than the previous job situation. On the negative side, down time and poor response time added considerably to staff frustration. A few directors (17.2%) felt that the loss of flexibility in staffing patterns and schedules was a problem.

Because of the financial arrangements of the Project, the dollar cost of automation, which would be a major factor in later decisions to retain or drop OCLC, did not emerge as an anticipated disadvantage of the Project per se. By mid-Project, 55.2% of the directors expressed a growing anxiety about whether they could afford OCLC when the Project ended. When directors were asked, at the mid-Project interviews, for the probable basis of their future decision on whether or not to stay in OCLC, they overwhelmingly cited the cost/benefit ratio (92%). By the time actual decisions were made, cost was a factor in all but two of the libraries. A later section of this report will discuss how this affected decisions.

At about the same time as the mid-Project interviews with directors, a written attitude survey was administered to directors, staff members and governing authorities of all Project participants (full and partial). Some response items on these written surveys also related to anticipated benefits and problems in general. The statements and responses for these items are given in Table IV-C below.

TABLE IV-C

MID-PROJECT WRITTEN ATTITUDE SURVEY RESPONSES

Anticipation of OCLC

	Percent of "Agree" or "Strongly Agree" Responses											
Statement Summary	Directors			Other Staff			Governing Authority			Patrons		
	%		N	%		N	%		N	%		N
New services will be available for patrons	76%	of	25	88%	of	137	97%	of	72	—		—
Patron needs will be met more quickly	88%	of	25	94%	of	140	95%	of	60	—		—
Quality of library service will decline	0%	of	26	1%	of	149	2%	of	68	7%	of	698
OCLC is too complex for us to learn	11%	of	19	10%	of	119	4%	of	72	—		—
The library will contribute to IVLS area service	96%	of	26	92%	of	145	97%	of	74	—		—
Cooperation is not necessary	—		—	—		—	—		—	3%	of	754
Computers have no value in libraries	0%	of	26	3%	of	139	4%	of	74	—		—
Automation is dehumanizing	8%	of	25	7%	of	136	6%	of	66	18%	of	682
Automation is too expensive for this library	27%	of	15	23%	of	107	21%	of	52	—		—
Library costs will increase with OCLC	71%	of	24	77%	of	100	76%	of	59	—		—

On the written attitude surveys, respondents could check "strongly agree," "agree," "no opinion," "disagree" or "strongly disagree" as a reaction to each statement. The percentages were calculated by removing all "no opinion" responses and then calculating percentages for each of the other responses. For this table the percentage of agree and strongly agree are combined. The number (N) given is the size of the group that expressed an opinion. There is a complete report of responses in all categories in the appendixes.

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Expectations of the Project

The questions asked at the beginning of the mid-Project interviews concerning reasons for joining the Project evoked a second category of responses -- reasons for joining an experimental automation project like this, aside from the particular type of automation involved. Once again, reporting responses from the twenty-nine full participants, these were the major reasons for joining that fall in this category:

> To be involved in the future directions of libraries (14 // 48.3%)
>
> To participate in an evaluation of the application of technology to libraries (12 // 41.4%)
>
> To support a cooperative, IVLS-endorsed project (9 // 31%)

Many of the directors (48.3%) joined the Project, at least in part, because they felt a need to be involved in future directions of libraries and library service. Some of the phrases used to express this idea were:

> "It's a step out of the Dark Ages."
>
> "Automation is the way of the future."
>
> "Must keep tentacles in the future."

It may be noted that ten of these fourteen directors also expressed some personal anxiety about dealing with the new technology. This suggests that the desire to be more involved in future developments may be linked, in the smaller libraries represented by these directors, with varying degrees of anxiety about a totally unknown situation.

Some of the participants (41.4%) had, as part of their reason for joining, a desire to participate in a testing and evaluation experience. At the mid-point of the Project, only 11% of the directors felt that this experience had emerged as one of the realized benefits of the Project. By the end-

Project interviews this was not mentioned at all as a benefit of OCLC use _per se_. At the end of those interviews, however, the directors were asked whether — even if they had not been able to continue on OCLC — the Project itself had been worthwhile. In answer to this, 93% of directors said that their participation in the Project had been beneficial. This included all the directors from libraries which did not continue OCLC use.

ATTITUDES TOWARDS SPECIFIC OCLC BENEFITS AND DISADVANTAGES

Attitudes Towards Cataloging on OCLC

Attitudes toward the use and effect of the OCLC cataloging subsystem showed a great deal of variation, but were generally favorable. The tables below show the frequency and/or strength of the reactions in the different studies.

TABLE IV-D

DIRECTORS' MID-PROJECT AND END-PROJECT INTERVIEW RESPONSES

Cataloging on OCLC

Response	Mid-Project Responses (N = 29)		Overlap*	End-Project Responses (N = 29)		End Project Responses by Library Decision: Continuing (N = 22)		Dropping (N = 7)	
	no.	%		no.	%	no.	%	no.	%
Benefits									
Improved workflow/turnaround	14	48.3%	8	16	55.2%	13	59.0%	3	43.0%
Better quality, uniformity, fullness	21	72.4%	19	24	83.0%	19	86.4%	5	71.4%
Archive tapes	4	14.0%	3	4	14.0%	4	18.0%	—	—
Disadvantages									
Workflow/turnaround worse	8	28.0%	1	1	3.4%	1	4.5%	—	—
Time needed for recon.	9	31.0%	1	1	3.4%	1	4.5%	—	—

This table compares the most frequent responses related to cataloging given in open-ended interview questions on the benefits and disadvantages of OCLC use. Numbers and percentages in this table have been presented to show only the responses of the 29 libraries which participated in both interviews. The two columns on the right give a further breakdown of end-Project interview responses depending on whether the library decided to continue using OCLC after the Project.

*Overlap: This figure shows the number of directors who gave the same response in both interviews. By comparing this number to the frequencies for each interview it is possible to tell whether many directors responded the same or differently over time. For example, in the first item, only eight directors who mentioned improved workflow in 1981 repeated this observation in 1982. However, 8 additional directors (to get the total of 16) mentioned it for the first time in 1982.

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TABLE IV-E

END-PROJECT DIRECTORS' CHECKLIST RESPONSES

Cataloging on OCLC

Item	All Directors (N = 26) no.	All Directors (N = 26) %	Continuing (N = 20) no.	Continuing (N = 20) %	Not Continuing (N = 6) no.	Not Continuing (N = 6) %
OCLC cataloging is better quality	23	88%	19	95%	4	67%
Additional information on OCLC was helpful	19	73%	16	80%	3	50%
MARC format clear or fairly understandable	23	88%	19	95%	4	67%
Patrons noticed change in cataloging information	6	23%	5	25%	1	17%
Turnaround for card sets faster with OCLC	12	46%	11	55%	1	17%
OCLC cataloging required less staff time	19	73%	15	75%	4	67%
Patron better served	17	65%	16	80%	1	17%

This table gives the response rates for selected items from a checklist filled in by directors at the end of the Project. The first column reports responses from all the returned forms. The second column gives responses received from directors of libraries continuing to use OCLC after the Project. The last column is responses from directors of libraries not continuing OCLC use. For full text of questions and responses, see Appendix N.

TABLE IV-F

WRITTEN ATTITUDE SURVEY RESPONSES

OCLC Cataloging

Percent of Agree or Strongly Agree Responses

Statement Summary	Directors %	Directors N	Other Staff %	Other Staff N	Governing Authority %	Governing Authority N	Patrons %	Patrons N
Library has a better catalog with OCLC								
Mid-Project	73%	of 22	77%	of 119	82%	of 66	—	—
End-Project	88%	of 16	76%	of 72	90%	of 40	—	—
Rather use a card catalog than a computer								
Mid-Project	39%	of 23	30%	of 115	—	—	26%	of 629
End-Project	24%	of 17	26%	of 73	—	—	—	—
Slower turnaround for card sets with OCLC								
Mid-Project	25%	of 24	17%	of 115	19%	of 59	—	—
End-Project	23%	of 17	26%	of 77	13%	of 39	—	—

On the written attitude surveys, respondents could check "strongly agree," "agree," "no opinion," "disagree" or "strongly disagree" as a reaction to each statement. The percentages were calculated by removing all "no opinion" responses and then calculating percentages for each of the other responses. For this table the percentage of agree and strongly agree are combined. The number (N) given is the size of the group that expressed an opinion. There is a complete report of responses in all categories in the appendixes.

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Clearly cataloging as a subsystem was appreciated, although there were some criticisms. This appreciation increased over time so that, at the end of the Project, most library directors interviewed felt that their workflow and/or turnaround time for book processing had improved. An even larger majority felt the cataloging quality was better. Although few thought that these changes were recognized directly by the patrons, most believed that, through the improved cataloging, the patron was receiving better service.

In both interviews and in the end-Project checklist, however, there were a few directors who felt that the fullness of the cataloging was not needed in their libraries. Six directors expressed this opinion in the mid-Project interviews and, though it was not mentioned again in the second interview, six directors responded similarly on the checklist. The libraries in these two groups (nine altogether) represented various types and sizes, indicating that this reaction has more to do with their philosophy of service and the role of the card catalog than with any more tangible factor.

Some library directors also felt the cataloging workflow had been harmed rather than improved by the implementation of OCLC. On the checklist, seven out of twenty-six directors felt that the time to have card sets in-hand (turnaround) was slower and one felt that cataloging now took more staff time. For the most part, these were directors who had organized very efficient pre-OCLC methods or who were in guest libraries where some processing delays were built in by the cluster arrangements.

One interesting aspect of the recognition of workflow is the overlap pattern in the responses to the two interviews. Of the librarians who felt that workflow had improved, only eight expressed this opinion at both interviews. Six of those who expressed this opinion at the first interview did not mention it as a benefit in the second. Likewise, eight of those who gave it as a benefit in the second set of interviews had not mentioned it the first time. These eight additional directors in the end-Project interviews may have, between the two interviews, adjusted their processing arrangements and/or changed staffing so that OCLC fit more easily into their work. Also, in preparing for the interview and in reading the report of the previous interview, they may have noted this benefit more consciously than before. The six who did not mention workflow the second time were all from quite small libraries. One of these directors had been hired shortly before the 1982 interviews and therefore could not evaluate the previous cataloging workflow. One director noted that turnaround was faster than typing card sets in-house but slower than ordering and processing vendor cards. In the other cases, it is likely that the frustrations of being a guest library and having to travel to the terminal (in 3 cases) may have had a cumulative, negative effect on their opinions about turnaround time.

Several other problems were mentioned by one or two directors in the interviews such as the difficulty of searching AV materials and lack of Sears subject headings. However, one major problem anticipated by libraries (and the Project staff) did not cause any complaints. This was the complexity of the MARC format and the need to learn to manipulate it in order to get cards. Not only did no director volunteer this as a disadvantage, but when they were directly asked in the end-Project checklist not one director felt it was "too complicated."

In response to a request in the 1982 interviews for the most important benefits, cataloging was named by twelve directors (out of 29), but only one director named it exclusively. Five more gave it first place, but it was overshadowed in importance by access to resources which was named by sixteen directors, with ten giving it first in importance.

Attitudes Towards Resource Sharing on OCLC

Whereas OCLC cataloging simply restructured an operation already done in-house, OCLC interlibrary loan moved a service formerly performed by the System into the direct control of the libraries themselves. The immediate access to holdings information and the ability in-house to send ILL requests directly to other libraries was an entirely new experience for most Project libraries.

Before the Project, libraries that did not have OCLC offered ILL service to their patrons by filling out paper request forms and sending them to the System headquarters through the IVLS delivery system. At the System, requests were filled through the use of several tools, including an OCLC terminal. During the Project most, but not all, ILL requests were sent directly over OCLC by libraries with terminals in-house. This included not only host libraries but also libraries with public access terminals during the six month period that those terminals were available. In addition, three libraries used OCLC dial access terminals to do ILL in-house for most of the Project period. Since these included the only two libraries that never had dedicated terminals, by the end of the Project every library director had had the opportunity to experience local control of interlibrary loan service.

Some guest libraries, when they did not have a public terminal, continued to use the ILL subsystem through their host library staff. All guests were informed by host staff whenever there was incoming ILL requests for their materials. Thus some contact with the on-line system of sharing was maintained. (For a more detailed description of ILL activities and cluster arrangements, see Illinois Valley Library System OCLC Experimental Project Reports numbers 7 and 5 respectively.)

Another aspect of the Project that integrated the libraries more completely into the resource sharing process was the retrospective conversion projects. Each library was required, as part of their contribution, to add their holding symbol to the OCLC records for all books they owned which were published in 1975 or later. Several libraries carried out these "recon" projects (or similar reclassification projects) for their entire collections. This tagging of records increased the libraries' participation in resource sharing as lenders. For several library directors, this experience provided additional rewards.

The tables below show attitudes related to resource sharing and OCLC.

TABLE IV-G

DIRECTORS' MID-PROJECT AND END-PROJECT INTERVIEW RESPONSES

Resource Sharing on OCLC

						End Project Responses by Library Decision			
Response	Mid-Project Responses (N = 29)		Overlap*	End-Project Responses (N = 29)		Continuing (N = 22)		Dropping (N = 7)	
	no.	%		no.	%	no.	%	no.	%
Benefits									
Access to resources	21	72.4%	20	27	93.1%	21	95.5%	6	85.7%
Increased use of resources	—	—	—	12	41.4%	12	54.5%	—	—
Disadvantages									
Lack of subject access	16	55.2%	3	5	17.2%	5	22.7%	—	—
Internal paperwork for ILL activity	5	17.2%	0	—	—	—	—	—	—
Increased staff time needed for ILL activity	4	13.8%	0	1	3.4%	1	4.5%	—	—

This table compares the most frequent responses related to resource sharing given in response to open-ended questions on the benefits and disadvantages of OCLC use. Numbers and percentages in this table have been presented to show only the responses of the 29 libraries which participated in both interviews. The two columns on the right give a further breakdown of end-Project interview responses depending on whether the library decided to continue using OCLC after the Project.

*Overlap: This figure shows the number of directors who gave the same responses in both interviews. By comparing this number to the frequencies for each interview it is possible to tell whether many directors responded the same or differently over time.

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TABLE IV-H

END-PROJECT DIRECTORS' CHECKLIST RESPONSES

Resource Sharing on OCLC

Item	All Directors (N = 22) no.	All Directors (N = 22) %	Continuing (N = 18) no.	Continuing (N = 18) %	Not Continuing (N = 4) no.	Not Continuing (N = 4) %
ILL turnaround time faster with OCLC	19	86%	16	89%	3	75%
ILL on OCLC took less staff time than previous system	6	27%	4	22%	2	50%
ILL on OCLC took same staff time	6	27%	6	33%	—	—
ILL on OCLC took more staff time	9	41%	8	44%	1	25%
	(N = 26)		(N = 20)		(N = 6)	
Patrons noticed change in ILL after OCLC implemented	18	69%	15	75%	3	50%
Patron better served with OCLC ILL	19	73%	17	85%	2	33%

This table gives the response rates for selected items from a checklist filled in by directors at the end of the Project. The first column reports responses from all the returned forms. The second column gives responses received from directors of libraries continuing to use OCLC after the Project. The last column is responses from directors of libraries not continuing OCLC use. The first four items were answered only by directors who had used OCLC to both send and receive ILL requests. The population is therefore smaller, as shown. For full text of questions and responses, see Appendix N.

TABLE IV-I

WRITTEN ATTITUDE SURVEY RESPONSES

Resource Sharing and OCLC

Statement Summary	Percent of "Agree" or "Strongly Agree" Responses											
	Directors			Other Staff			Governing Authority			Patrons		
	%		N	%		N	%		N	%		N
Easier to find books other libraries own												
Mid-Project	100%	of	28	99%	of	158	96%	of	75	95%	of	722
End-Project	100%	of	18	100%	of	99	100%	of	50	—		—
More books borrowed from this library												
Mid-Project	85%	of	20	89%	of	123	86%	of	55	77%	of	597
End-Project	89%	of	18	90%	of	78	76%	of	37	—		—
Borrowed more books from other libraries (ILL)												
Mid-Project	89%	of	27	90%	of	138	95%	of	63	83%	of	662
End-Project	83%	of	18	87%	of	78	73%	of	66	—		—
Library contributed to service in IVLS												
Mid-Project	96%	of	26	92%	of	145	97%	of	74	—		—
End-Project	89%	of	18	97%	of	90	96%	of	52	—		—
Patron needs satisfied more quickly												
Mid-Project	88%	of	25	94%	of	140	95%	of	60	—		—
End-Project	94%	of	17	93%	of	89	87%	of	67	—		—
Rather use old IVLS ILL system than OCLC												
Mid-Project	26%	of	23	17%	of	89	—		—	—		—
End-Project	28%	of	18	14%	of	66	—		—	—		—
Availability of books in library declined because of resource sharing												
Mid-Project	22%	of	23	25%	of	135	10%	of	58	20%	of	612
End-Project	6%	of	18	18%	of	76	0%	of	41	—		—
Library should not lend out-of-state												
Mid-Project	12%	of	24	16%	of	135	13%	of	67	—		—
End-Project	6%	of	17	8%	of	90	10%	of	40	—		—
Library should not borrow from out-of-state												
Mid-Project	8%	of	24	13%	of	134	—		—	—		—
End-Project	0%	of	17	7%	of	91	—		—	—		—

On the written attitude surveys, respondents could check "strongly agree," "agree," "no opinion," "disagree" or "strongly disagree" as a reaction to each statement. The percentages were calculated by removing all "no opinion" responses and then calculating percentages for each of the other responses. For this table the percentage of agree and strongly agree are combined. The number (N) given is the size of the group that expressed an opinion. There is a complete report of responses in all categories in the appendixes.

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The appreciation of access to resources through interlibrary loan increased between the two interview periods. In the mid-Project interviews, it was ranked equally (72.4%) with the quality of cataloging. By the end of the Project, interlibrary loan was mentioned by all but two directors as a benefit of OCLC (93.1%). An even stronger indicator of the importance of interlibrary loan is the ranking it was given by directors of continuing libraries when they were asked to name the most important benefits of OCLC. Interlibrary loan or access to resources was given exclusively as the important benefit by five of the twenty-two directors. Six others gave it first place on their list, and six more gave it second, for a total of seventeen directors (77.3%). By contrast, cataloging was named exclusively by only one director, as first in importance by five, as second by two directors and as third in importance by three others. All together, eleven directors in continuing libraries (50%) put cataloging on their list of most important benefits.

Some comments made to the interviewer will serve to elaborate on the importance of resource sharing perceived by the directors:

> "It has opened a world of resources to our patrons." (1981)
>
> "It has greatly increased the volume of interlibrary loan requests [from patrons]." (1981)
>
> "The community could never provide for the information needs of patrons in any other way." (1981)
>
> "Patrons even commented on the speed." (1982)
>
> "We can get any kind of information. It's a terrific advantage. We can even get specialized information - medical for a nursing student or a reprint of a 1600's book on herbs." (small public library) (1982)
>
> "It was interesting to see how important sharing the collection with others was." (1982)
>
> "Requests were coming in [from other libraries] for old materials we don't use." (1982)

One item was mentioned quite frequently in the second set of intervi which did not come up at all in the first — the increased use of resource Librarians felt that their own library's resources were being used more both by their own patrons and by other libraries through interlibrary loan requests. In addition, they felt that their patrons were using more resources from other libraries as well as from their own. Some directors felt that circulation had been increased while many said that their own contributions to resource sharing had greatly increased. A few directors, particularly in smaller libraries, specifically tied this feeling to the notion of net lenders and borrowers. They felt that larger libraries assumed that access to a large data base would mean more borrowing by small libraries, which would be an increasing drain on the resources of the larger libraries or net lenders. The experience of directors of some small libraries, however, was that they were lending as much or more than they were borrowing once their resources were on-line. This was seen as a great benefit of OCLC since it increased their role in local resource sharing.

The general strengthening of the perception of access to resources as a benefit can be, in part, attributed to increased experience with it. In May of 1981, most libraries had had only four months to use the ILL subsystem, and some had not been trained at all. During the next fourteen months, more libraries not only had the training but also had the experience of an in-house terminal so that they and their patrons could experience this benefit firsthand.

Another factor was the increased number of holding symbols for IVLS libraries that appeared on the data base as libraries continued and completed retrospective conversion projects. Because IVLS used the OCLC data base to fill requests from all IVLS libraries, the collections of Project libraries received greater use not only from other Project libraries but by all local libraries. This resulted in a decrease in turnaround time because local materials could be delivered by the System delivery vans.

In the checklist of advantages used in the mid-Project interview, 67% of the 29 directors agreed that the speed and accuracy of ILL had improved as a result of OCLC use. In the more specific end-Project checklist questions, faster turnaround time was noted by 86% of the directors. The remaining respondents said turnaround was about the same — none said it was slower.

One benefit of the OCLC union catalog was seen as particularly important by directors of small libraries — the ability to give the patron immediate confirmation of availability. To these directors, the speed of delivery was good, but more important was their abiltiy to assure the patron that the material existed and could be obtained.

All the items in the written surveys dealing with interlibrary loan received a positive response, even in March of 1981. One potential negative factor that changed during the Project was the concern about "availability." — the anxiety that contributing holdings to a data base would increase borrowing from the library by other libraries and thus decrease the availability of materials for local patrons. This was anticipated as a potential problem by some directors (21%) and staff (25%) at the beginning of the Project, but only 6% and 18% respectively felt it was a problem by the end. Also, after eighteen months of experience, lending and borrowing out-of-state had become more acceptable to directors and staff. Further, they felt that, not only were more materials borrowed from other libraries, but that their own collections were used more heavily.

Transferring responsibility for an operation from the System level to the individual libraries was bound to create some workload problems for the libraries. Prior to the Project, library staff had obtained information from the patron, filled out a request slip and done verification work in locally owned tools (chiefly BIP). During the Project, they were creating OCLC requests, transmitting and updating them, keeping track of the progress of various requests, and answering and tracking incoming requests. Most directors felt (Table IV-H) that these operations were taking more or about the same amount of staff time as before. Only six felt OCLC was saving staff time in ILL operations. Despite a general feeling that use of OCLC involved more work for ILL, the written attitude survey showed that most staff members and directors preferred to use OCLC rather than the IVLS system (Table IV-I).

It must be pointed out, however, that there were two library directors who did not cite access to resources or interlibrary loan in any way as a benefit of OCLC in the end-Project interviews. Why were these libraries different? Both were public, one was the largest in the Project and the other was serving a small, rural community. The policies of the large public library have always emphasized providing needed materials through purchase whenever possible. In addition, the director has said that ILL service, when it is needed, is a function that the System was designed to do and it can best be handled at that level. The library might have absorbed the additional staff time for OCLC ILL operations, as they did during the Project, but could not afford to also absorb the financial costs. Therefore, OCLC's ILL subsystem, although it was used during the Project, was not an important benefit since it was believed its functions could be performed more appropriately and in a more cost-effective manner through alternate methods.

The smaller public library had been using a dial access terminal, shared with another library, to access the ILL subsystem. As is explained in the fifth report in this series, there were a number of built-in frustrations to this arrangement, including the terminal exchange schedule, maintenance problems and phone line problems. Thus, the ILL system was not as effective for this library. The response to the OCLC interlibrary loan subsystem also involved the local attitude toward interlibrary loan in general. The library was located fairly near a larger town, and the library staff encouraged patrons to fill their more extended needs by visiting the library there.

One interesting change in attitudes between the two interviews is the mention by directors of "lack of subject access" as a disadvantage to OCLC. Although this was given by a majority of directors in the first interviews, it was mentioned by only five in the second. Since subject access has not been added to OCLC, why has this disadvantage declined in importance? A possible interpretation is that librarians became used to this frustration; that it became more a matter of regret than complaint. In the beginning, OCLC introduced these libraries to a fantastic range of information and access. The analogy to the card catalog was clear, so one of the most obvious shortcomings of the "automated card catalog" was the lack of subject searching. The awareness of how much more they had now than they had before made subject access appear tantalizingly close and very desirable. Further experience gave OCLC more of an identity of its own as a library tool, not just an electronic card catalog, so that subject access no longer seemed such a glaring lack, although it is still highly desirable.

Staff Effectiveness/Satisfaction and OCLC

The introduction of automation into organizations is often viewed as a way to make more effective use of staff time. In fact, nine of the twenty-nine full participants (31%) had anticipated this as a benefit of joining the Project. Four others saw the Project as an opportunity for personal and/or professional growth - an important component of staff satisfaction.

On the other hand, fourteen directors were worried about adapting to th new technology themselves. Fourteen also anticipated some staff resistance making a combined group of 23 directors (79.3%). In general, the directors of smaller libraries expressed the first concern, while those of larger libraries expressed the second, although there was some overlap.

As reported earlier, by the time of the end-Project interviews only two directors still felt personal anxiety over adapting to the technology. The tables below show other data from the studies that relate to the effective use of staff and to staff morale.

TABLE IV-J

DIRECTORS' MID-PROJECT AND END-PROJECT INTERVIEW RESPONSES

Staff Effectiveness and Satisfaction

						End Project Responses by Library Decision			
Response	Mid-Project Responses (N = 29)		Overlap*	End-Project Responses (N = 29)		Continuing (N = 22)		Dropping (N = 7)	
	no.	%		no.	%	no.	%	no.	%
Benefits									
Increased sense of worth internally and externally (PR value)	13	44.8%	6	9	31.0%	8	36.4%	1	14.3%
Staff effectiveness increased	9	31.0%	5	18	62.1%	16	72.7%	2	28.6%
Job satisfaction increased	8	27.6%	5	14	48.3%	10	45.5%	4	57.1%
Disadvantages									
Down time and resulting frustration, loss of staff time	17	58.6%	11	18	62.1%	15	68.2%	3	42.9%
Time required for retrospective conversion	9	31.0%	0	1	3.4%	1	4.5%	—	—
More time needed for cataloging than before	8	27.6%	2	2	6.9%	1	4.5%	1	14.3%
Loss of flexibility in staff scheduling	5	17.2%	1	1	3.4%	—	—	1	14.3%
Additional staff time needed for ILL	4	13.8%	1	2	6.9%	1	4.5%	1	14.3%
Other staff-related problems	—	—	—	5	17.2%	—	—	5	71.4%

This table compares the most frequent responses related to staff issues given in response to open-ended questions on the benefits and disadvantages of OCLC use. Numbers and percentages in this table have been presented to show only the responses of the 29 libraries that took part in both interviews. The two columns on the right give a further breakdown of end-Project interview responses depending on whether the library decided to continue using OCLC after the Project.

*Overlap: This figure shows the number of directors who gave the same response in both interviews. By comparing this number to the frequencies for each interview it is possible to tell whether many directors responded the same or differently over time.

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TABLE IV-K

END-PROJECT DIRECTORS' CHECKLIST RESPONSES

Staff Effectiveness and Satisfaction

Item	All Directors (N = 26)		Continuing (N = 20)		Not Continuing (N = 6)	
	no.	%	no.	%	no.	%
MARC format clear or fairly understandable	23	88%	19	95%	4	67%
OCLC required less staff time for cataloging than previous method	19	73%	15	75%	4	67%
OCLC required less staff time for ILL*	6	27%	4	22%	2	50%
Overall OCLC is saving staff time	8	31%	7	35%	1	17%
Overall OCLC allowing better use of staff time	15	58%	14	70%	1	17%
OCLC use increased job satisfaction	22	85%	18	90%	4	67%
OCLC use had no effect on job satisfaction	4	15%	2	9%	2	33%
OCLC use decreased job satisfaction	—	—	—	—	—	—

---

*For this item, the N values are 22, 18 and 4 respectively. The item was not answered only by directors whose libraries made use of both lending and borrowing on OCLC.

This table gives the response rates for selected items from a checklist filled in by directors at the end of the Project. The first column reports responses from all the returned forms. The second column gives responses received from directors of libraries continuing to use OCLC after the Project. The last column is responses from directors of libraries not continuing OCLC use. For full text of questions and responses, see Appendix N.

TABLE IV-L

WRITTEN ATTITUDE SURVEY RESPONSES

Staff Effectiveness/Satisfaction

Statement Summary	Percent of "Agree" or "Strongly Agree" Responses											
	Directors			Other Staff			Governing Authority			Patrons		
	%		N	%		N	%		N	%		N
Rather use a card catalog than a computer terminal												
Mid-Project	39%	of	23	30%	of	115	—		—	26%	of	629
End-Project	24%	of	17	26%	of	73	—		—	—		—
Automation is dehumanizing in the library												
Mid-Project	8%	of	25	7%	of	136	6%	of	66	18%	of	682
End-Project	11%	of	18	7%	of	94	0%	of	46	—		—
Using the computer has increased my/staff job satisfaction												
Mid-Project	71%	of	17	78%	of	74	79%	of	43	—		—
End-Project	82%	of	17	90%	of	69	94%	of	33	—		—
Information on the terminal is helpful in my work												
Mid-Project	91%	of	23	88%	of	104	—		—	—		—
End-Project	100%	of	18	94%	of	85	—		—	—		—
OCLC is too complex to learn in the time available												
Mid-Project	11%	of	19	10%	of	119	4%	of	72	—		—
End-Project	6%	of	16	9%	of	90	2%	of	49	—		—

On the written attitude surveys, respondents could check "strongly agree," "agree," "no opinion," "disagree" or "strongly disagree" as a reaction to each statement. The percentages were calculated by removing all "no opinion" responses and then calculating percentages for each of the other responses. For this table the percentage of agree and strongly agree are combined. The number (N) given is the size of the group that expressed an opinion. There is a complete report of responses in all categories in the appendixes.

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The directors' responses regarding staff effectiveness and/or efficiency showed a greater change between the two interviews than any other benefit category. By the end of the Project, sixty-two percent felt that OCLC had improved the use of staff time. The additional year in which to adjust work procedures may account for this difference. This recognition of increased staff efficiency during the second year of the Project suggests that any benefits in this direction through the implementation of OCLC may take some time to emerge.

During the first year or year and a half of the Project, staff members were still being trained and assimilating the knowledge needed to use OCLC most effectively. Many of them did not feel at ease with the new procedures immediately. In addition, most of the libraries were involved in retrospective conversion projects during the first part of the OCLC Experimental Project. This meant additional staff time and scheduling problems in order to add the library's symbol to all records for its holdings published in 1975 or later. The influence of this factor can be seen under "disadvantages" in Table IV-J. Savings in staff time, therefore, could not have been as apparent at mid-Project whereas the amount of time needed for retrospective conversion and for training workshops would have been very obvious. In fact, any perception of increased staff efficiency during the mid-Project interviews was reached despite this commitment to conversion. Presumably these directors saw improvements in terms of the normal library workload.

In the case of the four library directors who said, in 1981, that effectiveness had been increased but did not express this opinion in 1982, two worked in special libraries that have had unusual problems because of staff cutbacks. This has led to a continuous need for training newly transferred staff members, which reduces on the efficiency with which the terminal can be used.

Not all directors agreed, however, that staff time was more effectively used. After cost, the most frequently mentioned disadvantage was down time and response time problems. Many directors described this problem in terms of lost time or money and staff frustration. Obviously, slower terminal response time must cut down on the efficiency of OCLC operations.

A few directors found that they had to increase the staff time needed for interlibrary loan activities - updating OCLC records and answering the growing number of incoming requests. Some also felt that cataloging was taking longer with OCLC than it had before. This was another factor that either decreased as the Project progressed or else became less noticeable as it was integrated into library routines. By the end of the Project, director responsed to the end-Project checklist as follows:

> In terms of staff time used for ILL operations, comparing OCLC ILL with your previous methods, did using OCLC require: (N=21)
>
> 9 (42.9%) more staff time
> 6 (28.6%) about the same staff time
> 6 (28.6%) less staff time
>
> In terms of staff time used for cataloging, comparing OCLC with your previous cataloging method, did OCLC use require:
>
> 1 (3.8%) more staff time
> 6 (23.1%) about the same staff time
> 19 (73.1%) less staff time

It is clear from this that, although few directors in the 1982 interviews volunteered the opinion that staff time for interlibrary loan work was greater with OCLC, several of them, when asked specifically, felt that it was. It could be that this was not perceived as a disadvantage or, at least, not as an outstanding one. It is quite likely that this use of staff time comes under the category of "allowing better use of the same staff time" which 15 directors checked on the same survey.

In the end-Project interviews almost twice as many directors as before felt that job satisfaction for themselves or their staff had increased as a result of OCLC. The written survey results (Table IV-L) shows this increase mirrored in staff and board responses. Of the three directors that cited job satisfaction in the first interviews but not in the second, we know, from personal contacts, that at least two of them still feel that OCLC is contributing to their staff's high morale. It is possible that, by the time of the second interview, this influence was not as noticeable as it had been at the beginning of the Project — it had, perhaps, begun to be taken for granted. All three of them indicated on the checklist in answer to a specific question, that staff satisfaction was increased. Once again the checklist response (Table IV-K) shows that this factor was definitely present, while the lower response on the open-ended interviews indicates that, either it had become accepted over time as normal or it was not important enough to be volunteered as a benefit. This same difference was present in the mid-Project interviews where eighteen directors gave job satisfaction as a benefit when asked specifically, but only eight volunteered it in response to open-ended questions.

The results from written attitude surveys at the mid-Project and end-Project periods (Table IV-L) indicate some change in attitudes related to OCLC's effect on staff. In the end-Project survey, there appears to be a greater willingness to use the computer as compared to a card catalog, greater job satisfaction, greater appreciation of information from the terminal and greater confidence in staff ability to learn the system.

OCLC, however, also caused problems in staff relations. Although no director felt it decreased job satisfaction, there was some feeling that its implementation meant loss of flexibility in staff scheduling, and staff frustration because of down time and poor response time. The "other staff-related problems" in Table IV-J were all given by directors whose libraries did not continue to use OCLC. They were:

An added burden on the librarian - just one more complication to deal with (3 directors)

Reduction of staff time in the library (because of the cluster arrangement)

The extra time required (by clustering) was a drain on the small staff

Created a status problem between staff who use the terminal and those who don't

Public Relations and OCLC

In the directors' interviews, the pattern of response showed that the public relations value of OCLC apparently either decreased or was not as important or noticeable later in the Project.

Mid-Project	13 directors (44.8%) cited PR as a benefit
End-Project	9 directors (31%) cited PR as a benefit
Overlap pattern	6 directors cited PR in both interviews
Mid-Project checklist	18 directors (62.1%) agreed it was a benefit
End-Project checklist	20 directors (76.9%) felt OCLC increased library visibility

Once again, directors who did not volunteer PR as a benefit often indicated that it had improved when they were asked specifically in the checklist. The data seems to indicate that (1) slightly more directors felt that PR benefits were present at the end of the Project than at the beginning and (2) this benefit was not, however, so noticeable to them, or so worthy of comment later in the Project as it was in the beginning (as indicated by the responses to a general rather than specific question).

It may be that the improved library image is a benefit that peaks early with the implementation of automation. The first appearance of a terminal in the library, particularly a public terminal, arouses the public's interest and extends its view of what libraries do. After a while, however, automation becomes an accepted part of service, both by the public and the staff.

Another influence here could be the PR campaign that accompanied the Project. When we first began installing terminals, the Illinois Valley Library System had Anne Mashinic, a librarian with expertise in public relations, on its staff. She was responsible for press releases, organizing media exposure and designing brochures to publicize the introduction of OCLC to the libraries. During the latter part of the Project, she left the System to take another job and we were not able to replace her. As a result, PR activity was at a lower level for the remainder of the Project.

Another aspect of public relations is target groups which were affected by such efforts. The last item on the 1982 director's checklist addressed this question. The responses are shown in Table IV-M at the top of the next page.

The effect, judged from the director's point of view, seemed to be strongest for staff and patrons. It is also noticeable that the directors of libraries that could not continue with OCLC felt that the effect on their patrons, board and community was less than did those that were continuing. The "no effect" responses tended to come from the same group of libraries — that is, a library director that felt there was no affect on the library's image for the staff also felt there was no affect for patrons, board or community. This group of seven directors that supplied most of the "no effect" answers represented four of the larger public libraries (three of which continued) and three of the smaller ones (all of which dropped OCLC).

TABLE IV-M

END-PROJECT DIRECTORS' CHECKLIST RESPONSES

OCLC and Public Relations with Specific Groups

How did using OCLC affect the library's image to the following groups:

	Improved Image		No Effect	
	no.	%	no.	%
Staff				
All libraries (N = 26)	22	84.6%	4	15.4%
Continuing (N = 20)	18	90.0%	2	10.0%
Not continuing (N = 6)	4	66.7%	2	33.3%
Board				
All libraries (N = 25)	17	68.0%	8	32.0%
Continuing (N = 19)	15	79.0%	4	21.0%
Not continuing (N = 6)	2	33.3%	4	66.7%
Patrons				
All libraries (N = 26)	20	76.9%	6	23.1%
Continuing (N = 20)	17	85.0%	3	15.0%
Not continuing (N = 6)	3	50.0%	3	50.0%
Community as a Whole				
All libraries (N = 23)	11	48.0%	12	52.0%
Continuing (N = 18)	11	61.0%	7	39.0%
Not continuing (N = 5)	—	—	5	100.0%

This table gives response rates that reflect the perceptions of directors as reported on a checklist they filled in at the end of the Project. A third option of "Lowered image" was given on the checklist form, but no directors used it. The responses for directors of all the libraries are broken down by those continuing with OCLC after the Project and those not continuing OCLC use. Population size varies since not all categories apply to all directors; special and academic libraries, for instance, may not have boards.

Clustering and Public Access Terminals

Attitudes involving clustering and public access terminals will be covered in the Illinois Valley Library System OCLC Experimental Project Reports numbers 5 and 6 respectively. The influence of these aspects of the Project on the decisions to continue or not continue with OCLC will be covered later in this report.

Cost and Other Disadvantages

At the mid-Project interviews, the cost of maintaining OCLC was viewed as a potential disadvantage by more than half the libraries. By the end of the Project, all but two felt it was a disadvantage. (The exceptions were the director of an endowed library and the director of a special library.) The Project assumed most of the OCLC charges, which meant that in 1981 librarians were not as aware of the financial burdens involved. Another factor was the dramatic cost increases in telecommunications and modem charges during the Project. The table below is a comparison of costs in January 1980 when the Project began and July 1982 when libraries became responsible for all their own expenses.

TABLE IV-N

CHARGES FOR BASIC OCLC OPERATIONS IN ILLINOIS

January 1980 and July 1[illegible]2

Basic Terminal Charges	January 1980	July 1982
Modem fee	—	50.00/month
Terminal maintenance	33.00/month	40.50/month
Terminal service fee	—	26.50/month
Total Monthly Charges	33.00/month	117.00/month
Total Annual Charges	396.00/year	1,404.00/year
Use Charges		
Cataloging first time use	1.25/title	1.46/title
Telecommunications fee on FTU	.45/title	.75/title
Cards (at 5 cards/title)	.18/title	.23/title
Shipping for cards	—	(varies)
Interlibrary loan	.95/request	1.26/request
Telecommunications fee on ILL	—	.25/request

There are no network fees added to OCLC bills in Illinois, nor any dues or membership fees. ILLINET currently redistributes telecommunication costs (including part of the OCLC modem fee) through an addition of $.75 and $.25 respectively to cataloging FTUs and interlibrary loan use charges.

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Concern with cost was expressed by the twenty-nine full participants in both the interviews as follows (N = 29):

Mid-Project interviews	16 directors (55.2%) cited cost as a disadvantage
End-Project interviews	27 directors (93.1%) cited cost as a disadvantage
Overlap pattern	16 directors cited cost in both interviews
Continuing libraries (N = 22)	20 directors (90.9%) cited cost as a disadvantage
Non-continuing libraries (N = 7)	7 directors (100%) cited cost as a disadvantage

No questions concerning cost were asked on the checklist, but there were several on the written attitude surveys.

TABLE IV-O

WRITTEN ATTITUDE SURVEY RESPONSES

OCLC Costs

Statement Summary	Percent of "Agree" or "Strongly Agree" Responses											
	Directors			Other Staff			Governing Authority			Patrons		
	%		N	%		N	%		N	%		N
Costs of operating the library increased												
Mid-Project	71%	of	24	77%	of	100	76%	of	59	—		—
End-Project	78%	of	18	90%	of	60	86%	of	50	—		—
Automation is too expensive for this library												
Mid-Project	27%	of	15	23%	of	107	21%	of	52	—		—
End-Project	40%	of	15	25%	of	58	43%	of	44	—		—
Money should be spent on books rather than automation projects												
Mid-Project	19%	of	22	18%	of	121	12%	of	66	27%	of	604
End-Project	6%	of	16	12%	of	84	20%	of	45	—		—

On the written attitude surveys, respondents could check "strongly agree," "agree," "no opinion," "disagree" or "strongly disagree" as a reaction to each statement. The percentages were calculated by removing all "no opinion" responses and then calculating percentages for each of the other responses. For this table the percentage of agree and strongly agree are combined. The number (N) given is the size of the group that expressed an opinion. There is a complete report of responses in all categories in the appendixes.

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Increased awareness of and problems with costs is clear in the change in response to the first two items. More respondents in 1982 felt library costs had increased as a result of OCLC. The amount of agreement with the second question also increased. Despite this heightened concern, there was a stronger feeling in the second survey among staff and directors that automation is a legitimate way to spend library money.

The issue of cost is more complex than it would appear at first. For some librarians it was simply a matter of not having enough money, but for others it had other facets. One was a concern for the sudden increases experienced during the Project. At one point it was necessary for the network (ILLINET) to bill an additional $482.09 for each terminal to cover unanticipated increases in telephone costs. For a small library, this kind of sudden, unheralded levy can be devastating. Some felt that even the scheduled increases were not announced soon enough. Most of the public libraries in the Project have fiscal years that end in winter or spring; when budgets have to be approved in March, an April or May announcement of next year's prices can be a problem. Moreover, late announcements of price increases contributed to a feeling among some directors that OCLC administrators lacked an awareness of or sensitivity to the problems of small and medium-sized libraries, such as the lack of flexibility in their budgets and their deadlines.

For some it was not so much the price itself (although that was generally viewed as high), but the problem of justifying it to the governing authority and/or the community. A third facet of the cost problem was an underlying question of whether this was a fair price to pay for the service. Since there is no other way to get the service, there is no way to judge the fairness of the price compared to a similar system. The influence of these different aspects of cost will be discussed later in this report, in the section on decision-making.

The final major disadvantage identified in these studies and not discussed previously is the problem of documentation and its effect on OCLC use. In the section on staff efficiency, it was clear that there was, by the end of the Project, little or no feeling that OCLC could not be understood in the libraries. Training was seen as a problem more in terms of the staff time required than in terms of difficulty. Documentation, however, was brought up as a problem in both interviews, although not nearly as frequently in the second set as in the first (N = 29):

Mid-Project interviews	16 directors (55.2%) felt documentation was a problem
End-Project interviews	6 directors (20.7%) felt documentation was a problem
Overlap pattern	4 directors cited documentation in both interviews

However, other measures such as the special survey done on OCLC documentation (see Illinois Valley Library System OCLC Experimental Project Report No. 2) shows that dissatisfaction had not declined much, it had just become a less urgent matter. As with the public relations value of OCLC, it was the initial impression that caused a peak of awareness early in the Project. New participants, some of whom had barely seen a terminal, received such a flood of manuals, news sheets, technical bulletins and other papers, they did not even know where to start (or whether to start) reading them. Much of this feeling of frustration and shock was expressed at the mid-Project interviews.

Soon after the Project began, however, librarians received help in sorting and prioritizing the documents from the Project staff. Training in the OCLC subsystems also increased their understanding of what could be ignored, helping to lessen the perception of this material as a serious problem. The negative comments in the end-Project interviews emphasized two points about this flood of paper. The directors of smaller libraries (and sometimes their governing authorities also) felt it was a waste of paper and postage - money that could be better used in other ways. Another group of directors from specialized collections cited its ineffectiveness as an information tool. They felt it was not fulfilling its function of efficiently providing answers to questions or guidance in the use of OCLC. Some directors who used other automated systems contrasted the usefulness of their documentation to that of OCLC.

THE MEDIUM-SIZED PUBLIC LIBRARY THAT DID NOT CONTINUE OCLC USE

In the mid-Project interviews, there were seven directors who had already decided to continue with OCLC after the Project and one who had already decided not to continue. This director also was the only person who felt at that point that, on the whole, the disadvantages of OCLC outweighed the advantages. She said, at one point, "I wish I had known then [at the beginning of the Project] what I know now. I never would have agreed to participate. The time commitment is just too great." By the end of the Project, this director felt the experience had been good, and had helped her library staff understand what was involved in implementing automation, but she still felt OCLC was not needed in her library.

What makes this director's reaction stand out is not only the unique decision at mid-Project described above, but also that her library, the largest of those which did not to continue using OCLC, is quite a bit larger than many that did continue. All the factors that worked to encourage OCLC use in other libraries of similar size appeared to be present in this library as well. It seems important, therefore, to try to understand what made the reactions of this director different.

This particular library serves a medium-sized industrial town continguous with Peoria. A comparison witn the average statistics of three Project public libraries closest to it in size and type of community shows that the library that did not contine has the following characteristics:

TABLE IV-F

A MEDIUM-SIZED PUBLIC LIBRARY WHICH DID NOT CONTINUE OCLC USE

Comparison With Three Similar Libraries

Characteristic	Library Not Continuing	Average of Other 3 Libraries	Comparison to Average	Ranking
Population served	21,805	15,902	37% larger	Largest
Registered borrowers	6,372	6,688	5% smaller	2nd smallest
Annual circulation	126,686	134,758	6% smaller	2nd smallest
Collection size (titles)	37,105	32,125	16% larger	Largest
Annual book acquisitions (titles)	4,615	2,489	85% larger	Largest
Total income	$333,538	$292,332	14% larger	2nd largest
Print materials budget	$33,551	$28,613	17% larger	2nd largest
Staff FTE	9.9	8.1	22% higher	Highest
Hours open/week	66	58	14% higher	2nd highest
Floor space (sq. ft.)	5,610	8,277	32% smaller	Smallest

This table compares the medium-sized public library which did not continue to use OCLC with three other medium-sized libraries which did continue. All four libraries serve communities located near Peoria. All figures are taken from the 1981-82 annual report, except floor space which was obtained from earlier reports or from the library.

One prominent factor in the library which did not continue OCLC use is its age and growth rate. The library was founded twelve years ago, while the newest of the comparable libraries became tax-supported 44 years ago. Although the staff is larger and the circulation slightly smaller than the other libraries, there are almost twice as many volumes added to the collection annually. Further, the cataloging procedures of this library before the implementation of OCLC were very streamlined and quite satisfactory to the director. The use of OCLC required major adjustments in workflow. The prevalence of down time and slow response time on OCLC added to dissatisfaction with it.

The interlibrary loan subsystem was also used heavily by this library. By mid-Project, they averaged 57 interlibrary loans a month over OCLC, 24%

higher than the average of the other three libraries. In the view of this director, interlibrary loan was also consuming more staff time than was formerly required when the library used the IVLS headquarters as an interlibrary loan intermediary. Any increased speed of delivery which resulted from the use of OCLC in-house was not felt to be enough of an advantage to offset the additional investment in staff time.

One of the major disadvantages of OCLC in the view of this director was the effect down time and slow response time had on the schedules of staff members. Responsibility for cataloging and interlibrary loan activities was distributed among a large part of the staff. Thus, several staff members had to be worked into the terminal schedule. Their own schedules also had to balance terminal time with public service hours. There was a strong commitment to move books through the cataloging process as quickly as possible, partly because there was no space to shelve a backlog. If down time caused a staff member to get behind in cataloging, therefore, efforts were made to reschedule them for terminal time, which frequently resulted in the need to reschedule public service time as well.

Another factor that may have been operating in this library was the placement of the terminal. Because of lack of space, the terminal and printer were put in the director's office, which was a small and already crowded area. Not only were the facilities cramped, but anyone using the terminal might, to some extent, be interfering with the director's work.

The decision of this library not to continue cannot be attributed to any generally negative attitude towards automation in libraries. This library is committed, with fifteen other libraries, to a joint automated circulation project to be implemented in 1983 (as are two of the comparable libraries). The director views the circulation project favorably, in part because it is seen as a way of reducing the staff work load and the back-log in paper work. OCLC, on the other hand, when compared with former manual methods, is seen as increasing both record keeping and time commitment. Access to resources is an important consideration for the library, but the circulation system, with online access to resources of fifteen other libraries and back-up access to wider resources through IVLS, is viewed as quite adequate for patron needs. The circulation system also offers, for this director, an acceptable means for sharing her library resources with others in a cost-effective manner.

Four other public libraries in the Project are also involved in the automated circulation system. These four decided to keep OCLC for the present. Their evaluation of OCLC's benefits was, in general, much more positive than that of their neighboring library and they also felt that OCLC use would provide machine-readable bibliographic records that would be essential for the implementation of automated circulation. Directors of some of these libraries have, however, indicated that the need for OCLC would be seriously re-evaluated once the circulation system was operational. At that time they will re-assess whether both systems are necessary and affordable.

ATTITUDES TOWARDS THE PROJECT

Some questions on the 1981 interviews dealt with the Project itself. The purpose of these was to evaluate the organization of Project activities and to adjust them if necessary. The responses are given here since thay may be useful to organizations planning similar projects.

In the Illinois Valley Library System, there is a high level of cooperation among libraries on special projects and programs. The mutual trust developed by these activities was demonstrated when 31% of the full participant library directors (N = 29) said they had joined the Project in part because of a desire to cooperate in an IVLS-endorsed undertaking. In addition 42.4% said that the IVLS endorsement had been a major influence on their decision to join (see Appendix G, Mid-Project Interviews). This atmosphere of trust and cooperation is what made such a Project possible. It aslo produced a high level of expectation for performance by IVLS in general and the Project staff in particular. The reaction of participants in the mid-Project interviews shows that the Project staff seemed to have met most of these expectations.

The IVLS/OCLC Project staff was, for the most part, very successful in maintaining open communication with Project participants (N=33). Most directors (85.5%) expressed satisfaction with the staff's work with many (77.7%) praising newsletters and training materials ("cheat sheets") particularly. Participants felt that their needs were met and that they "were never made to feel like dummies." There was some feeling (25.9%) that more information was needed from the staff on the present and future costs of OCLC operations. At that point, OCLC bills were being received and paid by the Project office, without any copies being sent to the libraries. This situation was rectified as quickly as possible after the interviews.

In introducing new systems like this to a technologically unsophisticated audience, it is important that training and follow-up materials be organized for the audience, be consistent in format and vocabulary, and contain as much as, but not more than, the participants want and need to know. The first ILLINET workshop was viewed by the participants as far too technical for an audience that had never seen a terminal. The workshop, which was designed for libraries already using OCLC, assumed a basic knowledge in the libraries of OCLC and MARC cataloging that, unfortunately, did not exist. The Project staff faced the problem of re-packaging OCLC for this user group on an ad hoc basis. The endorsement of Project newsletters and "cheat sheets" by 77.7% of directors shows their success in this area. It would have been a great advantage, however, if sufficient time had been planned before actual implementation for Project staff to get to know the needs of participants, to evaluate available training aids and to design alternative aids only where they were needed.

The Project OCLC training workshops received a few negative comments. Some (7.4%) felt that they were too intense and too close in time to implementation, while others (3.7%) thought there was too much gap between training and implementation. These problems probably have more to do with individual circumstances (delays in terminal installation, etc.) than with the workshops themselves. Most directors seemed pleased with the training being given, although some suggested more enhancement or follow-up programs.

Several directors (14.8%) felt the need for a planning structure for adapting to the use of automation. In an experimental project such as this, such guidance is hard to give since little was known beforehand about the use of OCLC in smaller libraries. A general introductory session could have been offered, however, on ways to prepare a staff for automation and ways to reexamine library processes before or during the adaption process. Perhaps, in addition, more aid could have been given in the beginning through personal visits to discuss specific problems with internal procedures and possible adaptations to the computer.

A few directors (7.4%) and staff members felt that communication among participants as well as with Project staff, was also important. They proposed, in various phrasings, the establishment of an IVLS/OCLC users' group or some other forum to discuss experiences and exchange ideas. During the remainder of the Project, three such meetings were held.

In terms of communications with participants, there was one unexpected benefit of the interview process itself. This study gave participants an opportunity to express their views in a more formal atmosphere than was afforded by visits from Project staff. Because of the interviews they were assured that their ideas and feelings were being taken into account as the Project progressed and that the eventual evaluation would not be based exclusively on statisical studies. This not only served as an effective communication channel with Project staff, but also created good feelings among the participants.

Post-Project Needs

During both interviews, directors were asked what services they would need from the Illinois Valley Library System to support their use of OCLC after the Project concluded. In the mid-Project interviews, the most frequent response was a request for help in organizing and/or presenting the factors in the decision to the governing authority. The Project staff attempted to meet this need through the "decision packet" materials (Appendix O). Services mentioned in terms on on-going support of OCLC activities are shown in Table IV-Q, at the top of the next page.

The library directors clearly perceive the future role of the System in this area as a sort of mini-network, providing at least one staff member with some expertise in OCLC use and, to a lesser extent, in cataloging. This expertise would clearly save each library from having to hire or develop one staff member to specialize in these areas. The other alternative is for smaller libraries to have their training and interpretation needs met by the statewide network, which also provides these kinds of services. Having had the experience, however, during the Project of obtaining these services on a local and more personal basis, directors wanted such help to continue.

The Illinois Valley Library System made a commitment to libraries to provide as much back-up OCLC use as possible after the Project ended. It is not clear whether the lack of such assurances would have affected any of the deci-

TABLE IV-Q

DIRECTORS' MID-PROJECT AND END-PROJECT INTERVIEW RESPONSES

System Services Needed to Support Continued OCLC Use

	Mid-Project Responses (N = 33)		End-Project Responses (N = 22)	
	no.	%	no.	%
Provide quick reference aids ("cheat sheets")	14	42.2%	13	61.9%
Provide enhancement training and updates	15	45.5%	12	57.1%
Help with technical or equipment problems	15	45.5%	3	14.3%
Newsletter, communications	14	42.4%	—	—
Interpret OCLC changes and documentation	—	—	12	57.1%
Help with original cataloging	—	—	11	52.4%
Training for new staff	—	—	10	47.6%
Aid with interfacing OCLC and circulation system	4	12.1%	*	—

This table gives the most frequent responses of directors to interview questions on what services should be provided by the Illinois Valley Library System, after the Project is completed, to aid library use of OCLC. At the mid-Project interviews, all thirty-three participants (including four partial participants) were asked this question. At the end-Project interviews only directors of the twenty-two full participants whose libraries would continue to use OCLC were asked.

*By the time of the end-Project interviews, the System had already provided for hiring a person to aid in the implementation of the circulation system.

sions to continue, but it is the feeling of the Project staff and of the interviewer that the provision of a local intermediary, who was personally known to the library staff members, greatly aided in the success of OCLC in these libraries.

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LIBRARY DIRECTORS AND GOVERNING AUTHORITIES

A Comparison of Attitudes

Table IV-R below gives a comparison of the benefits and disadvantages seen by directors of libraries and by their governing authorities. These are the opinions expressed in response to open-ended questions at the end-Project interviews. In this case, the data has been selected so that results are reported only for the twenty-three libraries where both the director and a member of the governing authority were interviewed. Therefore, numbers and percentages will not agree with those given earlier in this report for directors only.

TABLE IV-R

END-PROJECT INTERVIEW RESPONSES BY DIRECTORS AND GOVERNING AUTHORITIES

Comparison of Major Benefits and Disadvantages Cited

	Libraries Continuing on OCLC (N = 16)					Libraries Not Continuing on OCLC (N = 7)				
	Directors		Overlap*	Governing Authority		Directors		Overlap*	Governing Authority	
	no.	%		no.	%	no.	%		no.	%
Benefits										
Interlibrary loan or access to resources	15	93.8%	10	10	62.5%	6	85.7%	5	5	71.4%
Cataloging quality	15	93.8%	8	8	50.0%	5	71.4%	3	3	42.9%
Staff effectiveness	13	81.2%	11	11	68.8%	1	14.3%	0	—	—
Improved services to patrons	12	75.0%	7	9	56.2%	2	28.6%	1	2	28.6%
Improved cataloging workflow	10	62.5%	2	3	18.8%	3	42.9%	0	—	—
Use of resources	9	56.2%	3	4	25.0%	1	14.3%	0	—	—
Staff satisfaction	7	43.8%	2	3	18.8%	4	57.1%	1	3	42.8%
Public relations	6	37.5%	1	2	12.5%	1	14.3%	1	1	14.3%
Disadvantages										
Cost	15	93.8%	14	14	87.5%	7	100.0%	7	7	100.0%
Down time and/or response time	11	68.8%	6	9	56.2%	—	—	0	1	14.3%

These items were mentioned in response to open-ended questions to the directors and governing authorities at the end-Project interviews. This table includes the responses from the twenty-three governing authority members interviewed and their corresponding directors. This group excludes the three special libraries, two of the four school districts and one of the two colleges. It includes all of the public libraries.

*Overlap: This figure shows the number of libraries for which both the director and the governing authority mentioned the same benefit or disadvantage. By comparing this "overlap" with the number of responses by the directors and by governing authorities one can get a sense of the degree to which representatives of the same library agreed. For example, ten directors mentioned improved cataloging workflow as a benefit. Of these, only two had governing authorities who also mentioned this benefit. There was one governing authority member who mentioned this benefit even though the director of the same library did not.

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This information can be examined from several perspectives - the most frequently mentioned benefits, the frequency with which they are mentioned, the overlap of opinion between the directors and governing authorities of the same libraries and the difference between the group that continued with OCLC and that which did not. This last aspect will be discussed later in this report.

Combining both groups of libraries, continuing and not continuing, two rankings of benefits can be constructed, contrasting directors and governing authorities.

Directors	Governing Authorities
Interlibrary loan 21 // 91.3%	Interlibrary loan 15 // 65.2%
Cataloging quality 20 // 87%	Cataloging quality 11 // 47.8%
Staff effectiveness 14 // 60.1%	Staff effectiveness 11 // 47.8%
Improved service to patrons 14 // 60.1%	Improved service to patrons 11 // 47.8%
Cataloging workflow 13 // 56.5%	Staff satisfaction 6 // 26.1%
Staff satisfaction 11 // 47.8%	Use of resources 4 // 17.4%
Use of resources 10 // 43.5%	Cataloging workflow 3 // 13%
Public relations 7 // 30.4%	Public relations 3 // 13%

It is clear that the most important benefit to both groups is interlibrary loan service or access to resources for the patrons. The next three benefits were ranked about the same by both groups, but cataloging quality is clearly more important for the group of directors (chiefly from public libraries). Cataloging workflow was also ranked higher by directors than by governing authority members, although the latter group may have considered this benefit as part of the more general expression of increased staff effectiveness.

Public relations is ranked last by both groups. This may be because it was seen as a bonus, rather than as an important benefit or, it may be that the PR value of the in-house terminals had become less noticeable a year or two after their introduction.

All categories of benefits were mentioned more frequently by directors than by the members of governing boards. The director would naturally be more aware of the daily operations and effects of OCLC than governing authorities. It is most likely that the decision-making body discussed the benefits and disadvantages when the decision had to be made. At that time (Feb. - May 1982) they may have been more aware of OCLC than they would be later when the interviews were conducted. After the decision was made, the automated system was not necessarily something they would continue to examine in detail. The benefits and disadvantages that were remembered during the July interviews, then, are likely to be the ones most significant to them. In this case, the items that most directly affect the patron - interlibrary loan, staff effectiveness, improved service and quality cataloging - are those most frequently mentioned.

The benefits for which there is the greatest difference in the responses of the directors and governing members are cataloging quality, cataloging workflow, use of resources and staff satisfaction. The interviewer observed that those members of governing boards who mentioned the cataloging aspects of OCLC as a benefit had been educated over a long period of time by their director. They evidenced knowledge of the nature of cataloging activity and its importance to library operations. If the decision-makers were aware of the role of cataloging in the library, they remarked on OCLC's effect on it. In general, the governing authorities were much less aware of the impact of OCLC on cataloging activities than were the directors.

An increasing staff effectiveness was recognized as a value about equally by the two groups. Staff satisfaction and an increased use of library resources (both by local patrons and by patrons of other libraries) were identified more frequently by directors.

By examining the overlap patterns one can see whether directors and governing authority members from the same library tended to mention the same items -- in other words, in evaluating OCLC, are they taking into consideration the same or different aspects of its performance. In general, for both benefits and disadvantages, the directors saw more than the governing authorities. However, it appears that if the director did not mention an item the governing authority member was unlikely to do so.

Clearly the director is the chief source of information and opinion in the decision-making process. Equally clearly, the governing board will place the greatest importance on those effects of OCLC which most directly affect the quality and efficiency of the most obvious patron services. Generally, in the interviewer's opinion, a governing authority (especially in public libraries) will not be as aware of or impressed by the effects of OCLC on cataloging quality or workflow if the role of cataloging has not been made clear to them over a period of time.

Another source for comparison of the attitudes of these two groups is the results of the written attitude surveys conducted with both of them in 1981 and again in 1982. Table IV-S on the next page compares their responses to items that appeared on both surveys.

TABLE IV-6

WRITTEN ATTITUDE SURVEY RESPONSES

Comparison of Directors and Governing Authorities

	Percent of "Agree" or "Strongly Agree" Responses					
	Director			Governing Authority		
	%		N	%		N
Resource Sharing						
Easier to find books other libraries own						
Mid-Project	100%	of	28	96%	of	73
End-Project	100%	of	18	100%	of	50
More books borrowed from this library						
Mid-Project	85%	of	20	86%	of	55
End-Project	89%	of	18	76%	of	37
Borrowed more books from other libraries (ILL)						
Mid-Project	89%	of	27	95%	of	63
End-Project	83%	of	18	73%	of	64
Library contributed more to service in IVLS						
Mid-Project	96%	of	26	97%	of	74
End-Project	89%	of	18	96%	of	52
Patron needs satisfied more quickly						
Mid-Project	88%	of	25	95%	of	60
End-Project	94%	of	17	87%	of	47
Availability of books in library declined because of resource sharing						
Mid-Project	22%	of	23	10%	of	58
End-Project	6%	of	18	0%	of	41
Library should not lend out-of-state						
Mid-Project	12%	of	24	15%	of	67
End-Project	6%	of	17	10%	of	40
Cataloging						
Library has a better catalog with OCLC						
Mid-Project	73%	of	22	82%	of	66
End-Project	88%	of	16	90%	of	40
Slower turnaround for card sets with OCLC						
Mid-Project	25%	of	24	19%	of	39
End-Project	23%	of	17	13%	of	39
Staff Effectiveness/Satisfaction						
Automation is dehumanizing in the library						
Mid-Project	8%	of	25	6%	of	66
End-Project	11%	of	18	0%	of	46
Using the computer has increased my/staff job satisfaction						
Mid-Project	71%	of	17	79%	of	43
End-Project	82%	of	17	94%	of	33
OCLC is too complex to learn in the time available						
Mid-Project	11%	of	19	4%	of	72
End-Project	6%	of	16	2%	of	49
Costs						
Costs of operating the library increased						
Mid-Project	71%	of	24	76%	of	59
End-Project	78%	of	18	88%	of	50
Automation is too expensive for this library						
Mid-Project	27%	of	15	21%	of	52
End-Project	40%	of	15	43%	of	44
Money should be spent on books rather than automation						
Mid-Project	19%	of	22	12%	of	66
End-Project	6%	of	16	20%	of	45
Miscellaneous Functions						
Easier to find books this library owns						
Mid-Project	60%	of	25	—		—
End-Project	53%	of	15	89%	of	37
New services available for patrons						
Mid-Project	76%	of	25	97%	of	72
End-Project	89%	of	18	83%	of	52
Better coordination of book selection in IVLS						
Mid-Project	71%	of	21	86%	of	62
End-Project	69%	of	13	93%	of	43
General						
Quality of library service deteriorated						
Mid-Project	0%	of	26	2%	of	68
End-Project	0%	of	18	4%	of	52
Computers have no value in libraries						
Mid-Project	0%	of	28	4%	of	74
End-Project	0%	of	17	4%	of	53
OCLC use increased acceptance of other forms of automation						
End-Project	100%	of	13	91%	of	34

On the written attitude surveys, respondents could check "strongly agree," "agree," "no opinion," "disagree" or "strongly disagree" as a reaction to each statement. The percentages were calculated by removing all "no opinion" responses and then calculating percentages for each of the other responses. For this table the percentage of agree and strongly agree are combined. The number (N) given is the size of the group that expressed an opinion. There is a complete report of responses in all categories in the appendixes.

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THE DECISION-MAKING PROCESS

The decisions to stay with or to drop OCLC at the end of the Project were made by libraries at varying times. Seven directors reported in the mid-Project interviews that they were committed at that point to continuing, one even saying that she had considered the commitment to the Project itself to be a long-term commitment to OCLC. At this point also (May 1981) at least one director had decided not to continue after the Project ended.

For other libraries, the decision was made later, generally some time between January and May of 1982. Several libraries that decided to continue indicated clearly that this decision was tentative and would be thoroughly reviewed after a year in which they assumed the entire cost of OCLC membership.

The Project schedule for decisions was:

January - March	Project sends out "decision packets" to libraries
April 30, 1982	Libraries submit requests for terminals and printers to be permanently assigned to their library after the Project
May 17, 1982	IVLS makes decisions on terminal/printer placement
June 30	Decisions by libraries on remaining in OCLC and on clustering. Any necessary adjustments to terminal placement made.

In reality, the process was not nearly so clear-cut. Most public libraries had to decide on their budgets for the coming fiscal year in March or April - some as early as January or February. Consideration of clustering costs, exploration of alternatives and budgeting for OCLC began early in 1982. The Project office designed decision packets which were prepared on a schedule dictated by the libraries' various internal deadlines.

The Project Director designed a general document explaining the various benefits and costs of OCLC that had emerged in the Project up to that point. Where statistics were available for each individual libraries, such as interlibrary loan rates, cataloging speed and costs, etc., they were included. With the aid of a word processor each packet was personalized. The master decision packet format is attached to this report as Appendix O.

From questions asked at the end-Project interviews (Table IV-T) it was learned that these decision packets were used by most of the librarians (62%). However, they were usually not given to the governing authority in toto. Directors were more likely to adapt or alter the information which some felt was too long or too technical for their boards.

Some of the questions in the end-Project interviews dealt with the decision-making process itself - what happened and when, what was known and when. Responses to those questions are shown in Table IV-T at the top of the next page.

Most libraries monitored the progress of the Project and the effect of OCLC continuously throughout the two years of the experiment. The fact that this was more common in the libraries that stayed might indicate that the directors in these libraries had a more serious commitment and thus spent more time educating and updating board members. Some librarians who continued using OCLC felt the decision was made earlier in the Project than was absolutely necessary and that the final decision was not if but how they would stay in. For those who decided not to continue the final determination was not made until it had to be, with one exception which was discussed earlier.

By May of 1981 the twenty-five directors who had not already made a decision to keep or drop OCLC after the Project perceived their major concern in their future decision would be the "cost/benefit ratio" (92%). The benefit

TABLE IV-T

END-PROJECT INTERVIEW RESPONSES BY DIRECTORS AND GOVERNING AUTHORITIES

Decision-Making Process

	Continuing Libraries				Not Continuing			
	Director (N = 22)		Governing Authority (N = 16)		Director (N = 7)		Governing Authority (N = 7)	
	no.	%	no.	%	no.	%	no.	%
Decision process began								
Continuous	17	77%	8	50%	2	29%	2	29%
Spring '82	3	14%	5	31%	4	57%	4	57%
Decision made								
Spring '82	13	59%	11	69%	5	71%	5	71%
Fall '81	4	18%	—	—	—	—	—	—
Beginning of Project	5	23%	2	12%	1	14%	—	—
Information needed								
Cost information	20	91%	16	100%	6	86%	6	86%
Cluster decisions	12	55%	6	38%	4	57%	2	29%
Terminal distribution	20	91%	12	75%	2	29%	1	14%
Decision contingent on another library?								
Yes	7	32%	2	12%	1	14%	—	—
No	10	45%	13	81%	6	86%	7	100%
Major persons who influenced decision								
Director	18	82%	11	69%	3	43%	5	71%
Particular member(s) of board	6	27%	7	44%	2	29%	1	14%
Other	—	—	3	19%	—	—	—	—
Use of decision packet								
Used by librarian	16	73%	7	44%	2	29%	1	14%
Selected/altered for board	9	41%	7	44%	—	—	2	29%
Used in total by board	1	5%	—	—	—	—	—	—
Not used	6	27%	4	25%	4	57%	5	71%

This table compares responses of directors and members of the governing authority to questions asked about the process of decision-making in regard to OCLC use. Respondents are divided by whether the library eventually continued to use OCLC after the Project or not. For some libraries no member of the governing authority was interviewed, so the population is somewhat smaller for this group. Some questions received several responses from individual respondents or were not applicable to particular library situations, so percentages do not always total to 100%.

factors specifically identified were service to patrons (36%) and improved staff efficiency (32%). Although the directors were thinking about benefits, several did not, at that point, seem to be clearly defining which benefits they would balance against the costs. Since the purpose of the Project was to clearly define costs and benefits, many directors were waiting for the Project results before making their decision.

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By the end of the Project, cost factors and benefits were clearer. OCLC charges, terminal distribution and cluster arrangements all had an impact on the decisions of most libraries, with the first factors being predominent. Terminal placement and clustering were, in fact, cost considerations because the way OCLC was used, whether in-house, as a guest, or with a guest, affected the total cost. Having an in-house terminal was the most expensive alternative. There were, however, several cases where directors felt that if they did not receive a terminal they would not continue. They felt that, without a terminal they would still be paying a high price for OCLC use but realizing less than half its benefits.

Decision-makers were also asked whether they would buy a terminal if one had not been available through the Project. Of those who continued, fifteen directors and eleven governing authority members said they would. Almost all of these respondents felt that an arrangement that spread out terminal payments over a period of time would help them in the purchase of a terminal.

Factors in the Decision

In the end-Project interviews, both groups were asked to give the positive and negative factors that affected their decision. The answers, of course, reflected most of the same concerns as the benefits and disadvantages given earlier. Responses to these and related questions are summarized in the table on the next page.

As with the benefits listed in Table IV-R, there seems to be a greater awareness by the directors of the benefits of OCLC than there is by the board members in most cases. The positive factors reflect those listed as benefits

TABLE IV-U

END-PROJECT INTERVIEW RESPONSES BY DIRECTORS AND GOVERNING AUTHORITIES

Factors in Decisions on Whether or Not to Continue OCLC Use

	Continuing Libraries		Not Continuing	
	Director (N = 22)	Governing Authority (N = 16)	Director (N = 7)	Governing Authority (N = 7)
Positive Factors				
Improved interlibrary loan/ access to resources	72.7%	58.8%	57.1%	71.4%
Cataloging	50.0%	47.1%	57.1%	42.9%
Improved service to patrons	85.7%	52.9%	—	28.6%
Increased staff efficiency	71.4%	64.7%	14.3%	—
Increased use of library	—	23.5%	—	—
Involvement in future of libraries	42.8%	11.8%	—	42.9%
OCLC is cost/beneficial	42.8%	11.8%	—	—
Increased staff job satisfaction	—	17.6%	14.3%	28.6%
OCLC archive tapes	—	—	—	14.3%
Negative Factors				
Cost (without reference to benefits)	90.[illegible]%	76.5%	100.0%	85.7%
Down time/poor response time	9.1%	52.9%	—	14.3%
In-house terminal necessary to realize benefits	—	23.5%	—	—
Cluster arrangement problems				
Staff time out of library	—	11.8%	—	—
Travel time	—	23.5%	—	14.3%
Other, non-specific	—	11.8%	—	—
Lack of patron benefits/reactions/ support	—	—	42.9%	28.6%
Other priorities for library	—	—	28.6%	28.6%
Other Factors				
Time needed for further evaluation	19.0%	6.7%	—	—
Terminal availability	72.7%	60.0%	—	—
Existing commitment/or investment	14.3%	18.8%	—	—
Librarian's recommendation	—	6.7%	—	28.6%

These are the responses to interview questions asking that respondents identify the most important benefits and disadvantages, or the ones that most influenced their decisions. The results, therefore, are not always the same as the general advantage/disadvantage questions discussed earlier. Respondents are subdivided by the decision that was made concerning the continuation of OCLC use after the Project.

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in the earlier table, with a few minor exceptions. It is interesting to note that three members of governing boards said that job satisfaction of the staff as a major reason for continuation, but, although almost half of the directors had mentioned staff satisfaction as a benefit earlier, they did not give this as a justification. At least one governing authority member felt that the chief reason for continuing with OCLC for another year was the opportunity for further evaluation. In other words, he felt that dropping OCLC was too important a decision to make without additional data.

The availability of OCLC terminals at no cost was an additional positive factor in a majority of the decisions. The terminals acquired during the Project were to be distributed to the continuing libraries on the basis of the anticipated amount of use that a terminal could get in a specific location. As explained before, the availability of these terminals to any specific library was often a factor in the decision to stay with OCLC because it affected both the cost of remaining and the effectiveness of OCLC use.

Another factor in the decision to stay which was expressed by two governing authority members, and suggested by others, was the commitment in staff time and money that had already been made to OCLC. There was certainly a feeling that if the library was ever going to use OCLC, now was the time to make the commitment. The staff were trained and the terminals were available at little or no expense. Although the continuing expense of OCLC would be high, if they dropped it now, it would be unlikely that they could afford the start-up costs at some future time. If continuing turned out to be too great a strain on their budget, they could drop it later.

The negative factors given by libraries continuing with OCLC were almost exclusively related to cost. As mentioned before, the only two libraries where cost was not cited as a factor were a library with a private endowment and a special library in a large company. The directors cited cost as a disadvantage more often than the governing authorities.

Governing authorities, on the other hand, were more concerned than directors about the inconvenience of clustering, should that be necessary. They mentioned specifically the amount of staff time away from the library and the inconvenience of travel arrangements for guest libraries. This almost certainly reflects the high concern in governing boards for providing service at the library building.

Several board members expressed a concern over whether the terminal would be used enough to justify its expense. This may appear to be a very practical consideration, however, in the context in which it was made, it was more philosophical. Rather, the concern appeared to be that, as a general principle, an expensive piece of equipment would not be used to its maximum capacity. These governing authorities would have welcomed other libraries using their equipment.

Directors and governing authority members from libraries which had decided not to continue with OCLC were likewise asked for the basis of their decisions. For all of them, it was chiefly the cost factor. In some cases, the library could probably have afforded to have OCLC if they had wanted to use their resources in that way. However, three library directors felt that the services offered by OCLC were not needed by their patrons or could be obtained in other ways without the high cost. Two directors (with their governing authorities agreeing) gave other priorities for library spending at this time, such as staff salaries or building expansion. Three directors said that they simply did not feel that OCLC was cost-effective for their library.

In two casesof libraries that did not continue, board authorities saw no benefits from OCLC. There was not enough community pressure or positive response to justify this large expenditure of funds. Other board members said that one reason for not continuing was the lack of a strong recommendation from their librarian that they should do so. In some cases, at least, the decision not to continue was made with some trepidation and with the uneasy suspicion that their library might be losing out in the future because they were small and unautomated and therefore might not be a focus of concern in IVLS.

In looking at the data from the interview studies the chief differences that appear between the libraries that did not continue with OCLC and those which did continue are that the latter saw far less increase in staff effectiveness, far less increased use of resources, and less public relations value. (See tables IV-G, IV-H, IV-J, IV-K and IV-M)

When they were asked specifically, neither the directors nor the governing authority members in any of the libraries dropping OCLC said that the availability of terminals was a factor in their decision. In some cases they knew that, had they continued, they would have received a terminal and in others, they knew that they could simply not have afforded a terminal and would have had to continue as guest libraries in a cluster. By comparison, many of the libraries that continued with OCLC, wanted a terminal and would not know whether they were going to get a terminal until all decisions had been made by the other libraries and terminal distribution could be determined. In several of these libraries, during the decision-making process either the director or the governing authority expressed the opinion that, if they did not have a terminal in-house, continuing with OCLC would not be worth the investment in cataloging costs. These libraries felt that the cost of OCLC could be justified only with an in-house terminal providing immediate access to the interlibrary loan data base.

The Cost Factor

The major disadvantage of the use of OCLC for most libraries was the cost. It was the feeling of the interviewer that there were at least three separate aspects of the cost question which concerned the directors and boards. The first was the absolute cost, that is, whether or not the amount of money needed to support OCLC was available or could be obtained now and on an on-going basis.

The second facet of the cost question was present, in the opinion of the interviewer, in at least half of the libraries. This was a concern not with the amount of money involved _per se_ but with the justification of this major expenditure. The directors were concerned with how they could justify that amount of money to the board, and the board was concerned, in many cases, with how to justify that expenditure to the community. Several quotations from the interviews illustrate this concern. The director of a small college library said, "It's worth it to us as librarians. We recognize the benefits, the problem is convincing the administration." A board member from a library which dropped OCLC explained that they probably could have gotten the money if they had really tried, but the demand simply wasn't there in the community to justify that kind of effort. A school librarian pointed out that, "A large sum in the budget looks like a major luxury item. When such a major purchase is made [i.e., a terminal] it is printed in the newspaper."

A third facet of the cost situation which was openly expressed by several librarians was related to the intangible aspects of automation. One director said, "The board is favorable to this, but they don't want to get ripped off." Another, "The problem here is that the board can't really see what they are paying for, it's not like books or staff." A board member who was experienced with automation expressed it in similar terms, "If you need a new roof on the building, it's obvious. It's not so clear whether or not you need automation." This uneasiness about the cost reflects the difficulty of actually proving that the intangible benefits of OCLC are worth its expense. There is some distrust of technology, not so much for itself, but for the difficulty it presents to the uninitiated in understanding its operations and assessing its value. There was also considerable uneasiness about price changes for OCLC services and for telecommunications. All of these factors together add up to a general feeling that it is impossible to prove clearly one way or the other that a specific type of automation is doing its job, that it is the best product to do the job, and that the job it is doing is needed.

THE INTERVIEWER'S IMPRESSIONS

In any undertaking like this which involves a subjective, open-ended interview of respondents, one of the most important and helpful results is the information gained through the interviewer. In this case we were able to obtain the services of the same person for both sets of interviews. Valerie Wilford is an Assistant Professor of Library Science, Illinois State University. She has had professional experience with librarians in school, public, special and academic libraries and is an experienced interviewer. Besides conducting the interviews and reporting the results that are given in the appendixes of this report, she took much of her time to give her interpretations of the dynamics of the Project in general and specifically in participating libraries.

Factors in the Library Decisions

In general, Wilford felt that there were several factors that, although not mentioned directly by the board members, were operating during the Project and may have affected decisions. These included:

1. Evaluation data and strategies. Librarians and their boards participating in the Project had available evaluation data and strategies. The factors in the decision were laid out for them, if they wished to take advantage of it and felt that it was germane to their operation. In Wilford's view, it is unusual in most decision-making situations in small and medium-sized libraries to have such a clearly defined decision-making framework and to have available such a complete package of information. The time necessary to make such an investigation and to prepare such materials is simply not available in most libraries of this size.

2. Initial decision. Wilford felt that an important factor in the eventual decision a library made at the end of the Project was the decision they thought they would make when they began the Project. Most of the librarians had a clear idea at the beginning of the Project that they probably would or probably would not continue. In a few cases, librarians and boards committed themselves to the Project in the spirit of cooperation and of experimentation but without the expectation that their library could afford to continue after the grant support ended. Wilford feels that this initial assessment affected the evaluation of OCLC use during the Project and the final decision. In most cases, libraries with a director who did not expect to continue, did not continue. In some cases, they continued on a very conditional basis with the idea that OCLC would have to be re-evaluated at the end of another year.

3. Proliferation of computers. The general social-technological mood in the country played a role in determining whether libraries would continue with OCLC. As one librarian expressed it, her board was in a "computer mode;" they were ready to accept technology and computers as a legitimate means of improving service. Had this experiment been made five or six years earlier when microcomputers were not so common in schools and in the media, the decisions of governing boards and administrators might have been quite different.

4. Role of the library. Another factor was the image that the director and the board had of the library and of itself. If the library was perceived in more traditional terms, it was less likely that the board would decide to continue with OCLC. The extension of library services presented by OCLC was seen more as a luxury than as a service that the patrons either needed or would demand. The director's self image also played a role here. Where the director felt confident about an ability to deal with the tensions created by automation, it was more likely that the library would continue.

5. Public awareness. Public awareness was an important factor in influencing boards of public libraries and of school libraries to continue with OCLC. In some towns, the library was perceived as a city showcase, a major institution in the community which reflected its concern for education and modernization. The public access terminal and the good public relations that it supplied enhanced this view of the library both in the eyes of its board and in the eyes of the citizens at large. If Project participation contributed to an increased demand for interlibrary loan and other library services, the result was a greater readiness to spend public funds on OCLC.

6. Background of decision-makers. Obviously the background of the board, and the amount of information they had available was a factor in the decision-making process. Where there were board members with great interest in automation and with some level of expertise in that area, they could usually manage to reassure their fellow board members of the value and legitimacy of automating.

7. Delay of interview. Wilford also pointed out that the responses obtained from board members were influenced by the fact that the interview was not done until several months after most boards had made their decisions. Since boards have to deal with a variety of issues, but do not live with them on a day-to-day basis as the director does, it is very likely that the exact basis on which the decision was made three or four months ago was not clear in some members' memories. There may well have been more factors in the decision and a clearer perception of them at the time of the decision than were expressed at the time of the interview. It is clear, however, from the results of the studies that the boards were more interested in the public benefits than in those that do not have an obvious and immediate effect on the patrons.

8. Relationship between librarian and governing authority. Wilford found several different patterns in the relationship between the board and the librarian. In some cases, the boards made the decisions with little or no reference to the librarian except for initial input. In these cases, an informed and active member on the board could significantly influence the decision. Another pattern was that the librarian and the board worked as a team to make the decision with the librarian generally taking the lead. In a few cases, it was clear that the board, in an issue such as this, simply followed the librarian's recommendation. As one board member put it, "We hire our director to make these decisions. When we are not pleased with her decisions we'll hire a different director." In one case, the OCLC Project initiated a distinct change in relationship between librarians and their board. This is the case of two school librarians who had seldom attended board meetings and had never had any voice in the creation of their own budget. With the advent of OCLC, and their advocacy for it to their superintendent, they were given an active voice in the decision of how their budget would be spent. This experience of being able to influence the superintendent and therefore the board's decision on a matter important to them clearly changed their relationship with these governing bodies.

9. Library size. Wilford felt that the smaller the library, the more holistic and philosophical the librarian and the board were in seeking and evaluating OCLC benefits. Smaller libraries were more likely to look at the system as a whole and consider all of its aspects in their evaluation. They were more likely to see as a benefit, and to express strongly, the feeling that the image of the library as a modern and forward-looking institution was important and was benefitted distinctly by the implementation of OCLC. These kinds of concerns, as much as, or possibly more than, a concern for cataloging or even interlibrary loan had a stronger influence in smaller libraries than in larger libraries. In the mid-Project interviews this attitude was expressed, on the checklist, as a feeling that OCLC helped to close the gap between smaller and larger libraries and provided good public relations and improved the library image.

10. View of cataloging. In dealing with the benefits of OCLC specifically, Wilford felt that the amount of value a director placed on OCLC cataloging depended on two basic factors. The first was the importance perceived by the director of uniform bibliographic control for the collection. The second was how pleased the director had been with pre-OCLC cataloging procedures and quality. Where pre-OCLC cataloging was perceived as both efficient and sufficient, there was less likelihood that the director would see OCLC cataloging as a benefit.

11. Role of IVLS in interlibrary loan. In some cases the perception of interlibrary loan as an important benefit of OCLC depended on the librarian's interpretation of the role of the Illinois Valley Library System. If the library director or board felt strongly that interlibrary loan service was chiefly the responsibility of IVLS or could be accomplished more efficiently by IVLS, the value of OCLC for interlibrary loan in the library was not felt so strongly. In some cases there was even a feeling that, since ILL was the duty of the System, it was not the responsibility of the libraries to do any of it on OCLC.

12. Role of bibliographic control. A library was more likely to continue with OCLC if there was a clear and conscious understanding of the link between uniformity in cataloging and resource sharing. This, to some extent, was tied to the perception of the role of IVLS in interlibrary loan activity.

13. View of "staff." Wilford felt that a director was more likely to perceive that staff time was being better used when the library was large enough to have several full-time employees. In smaller libraries where there were only one or two employees, there was less likelihood that the director would perceive "staff" as separate from herself. In these cases it was more likely the director would see the staff satisfaction but not necessarily perceive increased staff efficiency. These directors were more likely to have felt personally challenged or as one person expressed it, "I grew."

14. Long-range planning. A few of the libraries involved in the OCLC Project had also been involved in an earlier experiment with the Planning Process for Public Libraries. Those libraries which had developed a long-range plan or had a similar document (such as the system of management by objectives used in one of the special libraries) were more clearly able to define the basis of their decision and to justify it to their governing authority through reference to the plan. Wilford also felt that these directors were somewhat more comfortable with their decision and less likely to doubt that they had made the right choice.

Factors in Specific Types of Libraries

When Wilford reviewed individual library decisions with the Project Director, libraries were considered in categories by type and size. What follows is the interviewers interpretation of the dynamics involved in decision-making in the various libraries, both for and against keeping OCLC. This is an entirely subjective but informed view in which the interviewer tried to express what she felt were the underlying factors in the decision-making process, regardless of what decision was finally made.

Small Public Libraries

Factors in favor of keeping OCLC:

1. The desire to be modern and to move with the times, encompassing several concerns including the invigoration of a dying community, establishing the library in the mainstream of national development, and a local pride in the library as an institution.

2. Establishing a connection either more directly with IVLS or with the library world as a whole. A perception of the library as fitting into the larger unit in a constructive way in which they both benefited and contributed.

3. The view of interlibrary loan as chiefly providing access to extended resources for community members. The speed of interlibrary loan was appreciated, but the ability it provided for the library to extend its range of service and to extend the resources available to the community was emphasized more. Likewise, the ability to verify a title immediately and assure the patron that it could be requested was important.

4. The view of OCLC as providing a personal challenge for the director and/or the staff.

5. The ability to drop OCLC at any time should the cost become too great for the library's budget.

6. The value of cataloging quality for the library. In some cases there was a real appreciation of the value of good cataloging to library service. In others the extent and quality of the cataloging was seen as interesting and possibly helpful but not really needed in the small library situation.

7. The strong leadership of one person, either the director or a member of the board.

8. A feeling of commitment to IVLS and a desire to do what IVLS recommended.

9. The reluctance to lose an existing investment in staff training and, to some extent, money.

Factors which discouraged keeping OCLC:

1. Lack of money. In two cases, the interviewer felt that, although the board and/or director said that there was no money, the library could have afforded OCLC had the board or director felt strongly enough about keeping it. In other cases there was a very real concern by the board and the director about the appropriate balance between the purchase of local resources and providing access to national resources on a local level.
2. A lack of a strong articulation for the board of the benefits involved.
3. A feeling that a very small library was not the appropriate place for such an impressive system. The interviewer felt that there was never any real consideration of the possibility of staying with OCLC in some of these libraries.
4. A view of the library in its more traditional role.
5. For various reasons, the public relations aspect of the public access terminal had not been fully realized or had not had an affect on the community.
6. A concern by the board and/or the director over whether the terminal would be used enough to justify its existence in that library, that expensive resources, such as the terminal, should be used to full capacity.
7. Problems with clustering and/or travel to the host library.
8. Staff resistance or other specific staff problems.

Medium-sized Public Libraries

Factors in favor of keeping OCLC:

1. Quality cataloging and/or improved cataloging workflow.
2. Interlibrary loan, in particular meeting the specialized needs of the community.
3. A very careful evaluation of OCLC and clear recommendation regarding continuation by the director. Boards in these circumstances felt confident in making their decision in favor of OCLC. Where there was a long-range plan that could be used in the evaluation and recommendation, it was a strong positive factor.
4. A feeling that the library could afford OCLC for at least one more year during which time a further evaluation of its effects could be made. This includes the feeling that now is the time to use OCLC if the library is going to, and that it will be more difficult to begin OCLC again later when terminals and possibly other services are not available.

5. Improved "patron services" in a general sense.

6. A long term commitment to automation in general: "not if, when."

7. Increased staff effectiveness.

8. Increased connection with the Illinois Valley Library System and/or with its participating libraries. The emphasis for these libraries, as opposed to smaller libraries, was on local connections rather than national ones.

9. The presence of a board member with knowledge of library science or automation.

10. Reluctance to give up a two-year investment of staff time and/or money in OCLC training and use.

11. The library's image among other libraries in the area.

12. Professional development.

13. The board's willingness to accept the director's recommendation. In some cases, this worked in favor of keeping OCLC and in others against, depending on the nature of the recommendation.

14. Sponsorship by the Illinois Valley Library System.

15. Despite the perception of the price as high, a judgement that OCLC services were worth it.

Factors which discouraged keeping OCLC:

1. Cost. This was far less a factor in these libraries than in the smaller libraries. In only a few cases did the interviewer feel that there would be any great difficulty for the library fund continuation. It was more common that the problem was in justifying the expense rather than in actually finding the money. In other words, what did the library have to give up, and how did it justify that reallocation.

2. Satisfaction with the quality of cataloging and/or cataloging procedures prior to OCLC.

3. Unsatisfactory experience as a host library during the OCLC Project.

4. A strong perception of IVLS, rather than the library, as the prime processor of interlibrary loan requests.

5. An acquisitions policy which emphasized provision for the major needs of the community through purchase on demand and the use of interlibrary loan only for more unusual materials. Some libraries had ample collection development budgets and felt those funds should be used to acquire materials rather than expand the ILL access in the library itself. IVLS was seen as sufficient back-up for interlibrary loan needs.

6. A lack of a strong recommendation from the director to keep OCLC.
7. A perception that OCLC lacked sensitivity to smaller libraries' circumstances.
8. Other priorities for library funds such as automated circulation projects.
9. The absence of long-range goals or long-range planning in the library to clearly define priority use of resources.
10. Staff resistance and/or other staff problems.

Academic Libraries

Factors in favor of keeping OCLC:

1. Control by the library director over budget allocations.
2. Improved staff efficiency and effectiveness, including the transfer of some procedures to lower level staff.
3. Interlibrary loan, including expanded access to resources, speed of acquisition and internal control over ILL procedures.
4. Quality of cataloging and/or improved cataloging workflow.
5. Demonstrable cost-effectiveness.

Factors against continuing with OCLC:

1. Cost.
2. Tight control by the college administration over the library's budget and/or management and a lack of clear understanding by the administration of library functions.

School Libraries

Factors in favor of keeping OCLC:

1. Cataloging, particularly in multi-building school districts.
2. Interlibrary loan and accessibility to extended resources, particularly in terms of special student needs for information for papers and in terms of faculty needs.
3. Better use of staff time.
4. The computerization of other school functions, particularly the introduction of microcomputers.
5. Pride by the board and/or administration in the school library and its educational program.

6. The fact that the implementation of OCLC provided a distinct decision opportunity for the librarian to assert his or her role in making decisions about the nature of library service in the school.

7. Relief for the school librarian from professional isolation. OCLC offered opportunities to share not only bibliographic information but also training experiences and expertise with other librarians in the System and the state.

8. Staff development and/or an increase in the status of the library staff in the view of the faculty.

9. The promotion of centralized processing, particularly in a district that had separate processing operations in different buildings.

10. Union catalog function for district-wide holdings.

11. Freeing professional staff time for more educational activities.

12. The presentation of a carefully thought out justification by the librarian to the administration and a strong recommendation from the librarian.

13. Preparing students for library use in secondary or college education.

Factors that discouraged keeping OCLC:

1. Cost and the difficulty of justifying that cost to the administration.

2. In the three multiple-building school districts participating in the Project, placement of the terminal created the same problems regarding access experienced by libraries in a cluster arrangement.

3. The difficulty of being a guest library in a school district cluster when the librarian's work hours and schedule were inflexible.

4. OCLC documentation, specifically the difficulty in locating and reviewing the steps in a procedure.

5. Concern about the lack of easy access to records in the OCLC data base for non-print material.

6. The fact that the terminal would not have much use, if any, during summer vacation. This concern had two different aspects. First, the terminal was being paid for but not used during a certain period of the year and second, the interlibrary loan message file could not be answered by the library.

7. The feeling, in an elementary school district, that the access offered by OCLC was not needed at that level in education.

8. Lack of subject access.

9. Lack of Sears subject headings on most OCLC records.

Special Libraries

Factors in favor of keeping OCLC:

1. Interlibrary loan and the access it gave both to materials in the specialized area and to materials outside the specialized area which the library does not collect but for which it does receive requests.

2. Cataloging, evaluated as a secondary benefit.

3. The need of making a very practical decision and of defending it to the company administration. This positive factor led to close examination and a feeling of personal security with the decision.

4. Future development of acquisitions and serials claiming systems on OCLC.

5. Staff satisfaction.

6. A library's image in the organization, and the importance of maintaining that image in order to keep the library effective.

Factors that discouraged keeping OCLC:

1. Cost was a factor in two of the three special libraries.

2. The billing process of OCLC and/or of the network. The manner in which bills were sent, the confusion concerning the content of the bills, and the lateness of the bills all were sources of dissatisfaction.

3. The pricing structure of OCLC, the need for more equitable pricing between ILL and cataloging functions.

4. Problems with dial access use of OCLC.

5. Dissatisfaction with OCLC documentation, its organization and indexing.

6. The training time needed to use OCLC, particularly when staff turn over was high.

7. Lack of a system for central crediting and debiting of ILL charges from other libraries. This concern arose from corporate accounting procedures which made it very expensive to process invoices and impossible to collect charges.

CONCLUSIONS

This final section is an attempt to bring together the more important generalizations that have been made from the data gathered and reported earlier.

The decision to join OCLC and the benefits of doing so, particularly in smaller libraries, may be as much symbolic as practical. Besides the more tangible benefits, there is a desire for the library and the community it serves to experience automation, to become linked to a broader world, to benefit from and contribute to libraries in general, and to move into the "mainstream" or future directions of libraries.

Anticipated problems with OCLC, and with any automation, include anxiety about coping with technology, and learning new skills — either for oneself or for other staff. Implementation need not present these problems. For OCLC, at least, implementation instead presented unanticipated problems of down time, response time and documentation. In some cases, confidence in oneself or the staff abilities was lower then necessary and expectations of perfection from the computer or OCLC staff were higher than might be reasonable.

OCLC was originally viewed, by some, as a sort of super card catalog or union catalog. As the Project progressed, the OCLC system and its subsystems became accepted as a library tool with its own set of limitations, benefits and idiosyncrasies. Its identity was more clearly and uniquely understood by library staff members.

OCLC's cataloging subsystem was appreciated more for improved quality of cataloging than for improved efficiency, although the latter was noted in most cases. Almost all directors acknowledged this enhanced cataloging information and most feel it was a benefit both to staff and patrons. Cataloging, however, was not as important a benefit to governing authorities.

Resource sharing on OCLC (interlibrary loan) became increasingly important as the Project progressed. Although it added to staff workload in most cases, it was viewed as the prime benefit - particularly by governing authorities. It was, in some cases, appreciated both for extending the resources a library could offer its patrons and for extending the use made of the library's own collection. Access to additional resources was generally valued more than speed in acquiring those resources.

Increased staff effectiveness and efficiency is an OCLC benefit which is not always realized quickly. Some time (about eighteen to twenty-four months) is needed to adjust procedures and train staff so this increased efficiency can be developed. In some cases, where pre-OCLC procedures were particularly efficient, this benefit may not be present. It is as likely that staff time will be used more productively than that it will be saved.

OCLC use may serve to improve the public and/or staff image of the library, but it is unlikely this benefit will last for a long period. It is more likely that the introduction of this new library tool will provoke attention for a while but that it will soon become an accepted (and expected) part of library services.

The costs of OCLC use, the justification of those expenses, and insecurity about future cost increases are the chief barriers that had to be overcome by Project libraries in making a decision to continue OCLC use.

Most continuing libraries felt that it was better to pay a somewhat higher price and have a terminal in-house than to save some money by being a guest. This confirms the greater importance of resource sharing, as opposed to cataloging, for these libraries.

The availability of a local known source of information, training and assistance may have been a strong factor in the libraries' positive reaction to OCLC and the Project. Most of the directors of libraries that continued with OCLC felt that this kind of help should continue to be available.

At least one important factor in most libraries' decisions to join OCLC could not be tested in this Project. That is the initial cost to acquire a terminal and in some networks, to initiate network membership. It is hard to tell what influence that such a high initial and largely unrecoverable investment might have had, particularly if libraries had been asked to make it before they had any OCLC experience. What we have found is that the benefits of OCLC use, and appreciation of them, increase with experience. Likewise, the disadvantages, aside from cost, become either less important or less noticeable. It seems far more likely that libraries would be willing to make the investment in equipment and membership fees (if any) after a couple years experience than they would be before such experience. It may be helpful both to OCLC recruitment and to potential members if such initial costs could be delayed or paid in installments.

In reviewing any results of this Project, but most especially those from attitude surveys, it must be remembered that the libraries involved joined the Project voluntarily. We did not make any attempt to discover, in any systematic way, how these participants differed from the other IVLS libraries which decided not to join. The anticipations, benefits and disappointments described here reflect those of librarians, boards and staff members who generally wished their library to change, who were to some degree attracted to automation as an agent of change and who were willing to make a substantial commitment to try out something new. The results of this report may not apply to other libraries if these or similar conditions are not present.

To write this report it was necessary to categorize reactions and expressions that were by nature individual. Although there are some patterns to these reactions, there is no clear prototype of "the library that decides to join OCLC." Different financial, professional, community and personal circumstances influenced which benefits and disadvantages affected any particular library. Although the generalizations made in this report appear to apply over the group, each library's decision was a unique blend of the factors described.

APPENDIX A

Statistical Information on Project Libraries

and

Map of Illinois Valley Library System

TABLE I-A

Partial Participants in the OCLC Project

Library	Type	Population Served	Staff[1] (MLS)	Volumes	Annual Acq	Annual[2] ILL
Bradley University Library	Acad	300fac/5,600st	35 (9)	290,000[3]	11,000	3,000
Illinois Central College LRC	Acad	200fac/6,400st	20 (6)	70,500	2,400	250
Peoria Heights Public Library	Public	8,200 pop	6 (1)	35,100	1,900	465
Spoon River College LRC	Acad.	40fac/1,200st	6 (3)	33,900	2,700	470

[1] Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.

[2] Annual ILL includes all requests sent, whether over OCLC or by other means.

[3] Does not include microforms, AV or government documents.

TABLE I-B

Academic Library Full Participants in the OCLC Project

Library	Students[1]	Faculty[1]	Staff[1] (MLS)	Volumes	Annual[2] Acq	Annual[3] ILL
Black Hawk College LRC	900	28	5 (2)	15,000	400	50
Eureka College Library	435	37	8.5 (3)	65,000	1,100	500

[1] Student, faculty and library staff size is given in FTE. The number of staff members having MLS degrees is given in parentheses.

[2] Annual acquisitions are given for the current year.

[3] Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed by IVLS.

TABLE I-C

OCLC Use in Project Academic Libraries

	Annual OCLC Use 7/81-6/82		Total Uses Through June 1982		
Library	Cataloging	ILL Requests[1]	Recon	Orig. Input	Online Holdings[2]
Black Hawk	206	146	2,509	2	2,740
Eureka	761	273	4,033	11	7,960
TOTALS	967	422	6,542	13	10,700

[1] Requests sent through OCLC; other requests may have been sent through IVLS or by other means.

[2] All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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TABLE I-D

Public Library Full Participants in the OCLC Project

Library	Population	Income	Staff (MLS)[1]	Volumes	Annual[2] Acq	Annual[3] ILL
Alpha Park	21,800	$ 297,557	11.9 (4)	34,900	5,000	1,200
Ayer	2,400	28,000	1.2 (-)	12,100	380	150
Bradford	924	6,000	.4 (-)	5,000	171	139
Dunlap	4,700	72,600	2.5 (1)	14,800	2,600	1,000
Elmwood	2,700	60,000	1.2 (-)	9,500	500	280
Fondulac	13,500	254,600	9.5 (3)	34,019	4,000	750
Galva	3,700	53,343	3.4 (-)	17,700	1,500	780
Henry	2,700	30,600	1.2 (-)	16,700	800	610
Illinois Prairie	18,009	181,800	4.7 (1)	79,000	3,600	1,000
Kewanee	16,400	148,200	8.9 (3)	58,000	3,400	750
Lillie M. Evans	1,700	33,600	2.1 (-)	16,200	800	290
Mackinaw	2,800	36,800	2.1 (1)	12,500	900	520
Mason Memorial	700	250,000	.4 (-)	7,000	800	60
Morton	14,200	218,500	6.1 (1)	30,000	2,000	1,500
Neponset	1,000	15,900	1.4 (-)	13,900	600	50
Pekin	34,000	383,000	16.0 (5)	73,000	5,200	1,200
Peoria	124,160	1,400,000	112.0 (6)	451,000	18,000	1,700
Toulon	1,400	9,700	.5 (-)	7,000	40	124
Washington	20,000	184,000	8.7 (3)	33,500	1,700	1,100
Wyoming	1,600	6,000	.4 (-)	5,100	140	300

[1] Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.

[2] Annual acquisitions are given for the current year.

[3] Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed through IVLS.

TABLE I-E

OCLC Use in Project Public Libraries

	Annual OCLC Use 7/81-6/82		Total Uses Through June 1982			
Library	Cataloging	ILL Requests[1]	Recon	Reclass	Input	Online Holdings[2]
Alpha Park	2,724	838	17,384	—	29	22,873
Ayer	284	123	1,088	—	—	1,489
Bradford	96	12	381	—	1	534
Dunlap	1,943	794	6,552	—	230	10,655
Elmwood	37	14	—	8,375	167	8,579
Fondulac	3,541	764	19,741	—	58	28,052
Galva	967	135	2,197	—	22	4,299
Henry	814	2	2,736	—	—	4,396
Illinois Prairie	2,311	2	3,125	—	4	7,405
Kewanee	3,257	518	10,982	—	76	16,232
Lillie M. Evans	480	230	1,335	—	3	2,276
Mackinaw	730	557	2,200	—	11	3,702
Mason Memorial	205	36	—	1,083	13	1,491
Morton	2,076	685	7,736	—	71	11,277
Neponset	266	6	237	—	—	822
Pekin	5,167	1,053	43,803	—	3	52,588
Peoria	4,359	1,003	74,808	—	—	79,220
Toulon	39	56	382	—	—	473
Washington	1,525	384	5,894	—	—	9,124
Wyoming	102	58	232	—	2	375
TOTALS	30,923	7,270	200,813	9,458	690	265,862

[1] Requests sent through OCLC; other requests may have been sent through IVLS or by other means.

[2] All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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TABLE I-F

School Library Full Participants in the OCLC Project

School	Level	Bldgs	Students	Faculty	Staff[1] (MLS)	Collection Titles	Collection Volumes	Annual[2] Acq	Annual[3] ILL
East Peoria	K-JHS	8	2,500	140	4 (2)	—	51,200	600	20
Farmington	K-HS	5	1,600	90	4 (1)	18,600	26,000	1,000	150
Limestone	HS	1	1,350	88	4 (1)	13,500	15,500	650	10
Pekin	HS	2	2,800	150	10 (-)[4]	—	36,700	2,000	30

[1] Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.

[2] Annual acquisitions are given in titles, for the current year.

[3] Annual ILL is given for 1980, before extensive library use of the OCLC subsystem. Such requests were usually processed through IVLS.

[4] Two Pekin High School staff members are qualified media specialists.

TABLE I-G

OCLC Use in Project School Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	Annual OCLC Use 7/81-6/82 ILL Requests[1]	Total Uses Through June 1982 Recon	Total Uses Through June 1982 Orig. Input	Online Holdings[2]
East Peoria	523	43	2,599	24	3,597
Farmington	760	343	1,808	—	2,682
Limestone	491	43	2,340	—	2,939
Pekin	1,138	76	5,834	20	7,333
TOTALS	2,912	505	12,581	44	16,551

[1] Requests sent through OCLC; other requests may have been sent through IVLS or by other means.

[2] All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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TABLE I-H

Special Library Full Participants in the OCLC Project

Library	Co. Type	Staff[1] (MLS)	Collection Monog.	Collection Serials	Annual[2] Acq	Annual[3] ILL
Caterpillar Business	Manuf.	8 (1)	12,000	700	550	320
Caterpillar Technical Information Center	Manuf.	9 (2)	14,200	650	1,200	800
Methodist Medical Center	Hospital	4 (2)	2,000	250	400	1,200

[1] Staff size is given in FTE, with the number of staff members having MLS degrees given in parentheses.
[2] Annual acquisitions are given for the current year.
[3] Annual ILL is given for 1980.

TABLE I-I

OCLC Use in Project Special Libraries

Library	Annual OCLC Use 7/81-6/82 Cataloging	Annual OCLC Use 7/81-6/82 ILL Requests[1]	Total Uses Through June 1982 Recon	Total Uses Through June 1982 Reclass	Total Uses Through June 1982 Input	Online Holdings[2]
Caterpillar Business	396	482	2,460	172	32	3,435
Caterpillar Tech. Center	154	870	727	—	91	1,101
Methodist Medical	644	288	1,730	—	60	2,722
TOTALS	1,194	1,640	4,917	172	183	7,258

[1] Requests sent through OCLC; other requests may have been sent through IVLS or by other means.
[2] All holdings symbols added to the data base through any means — cataloging, retrospective conversion ("recon"), reclassification, and updates.

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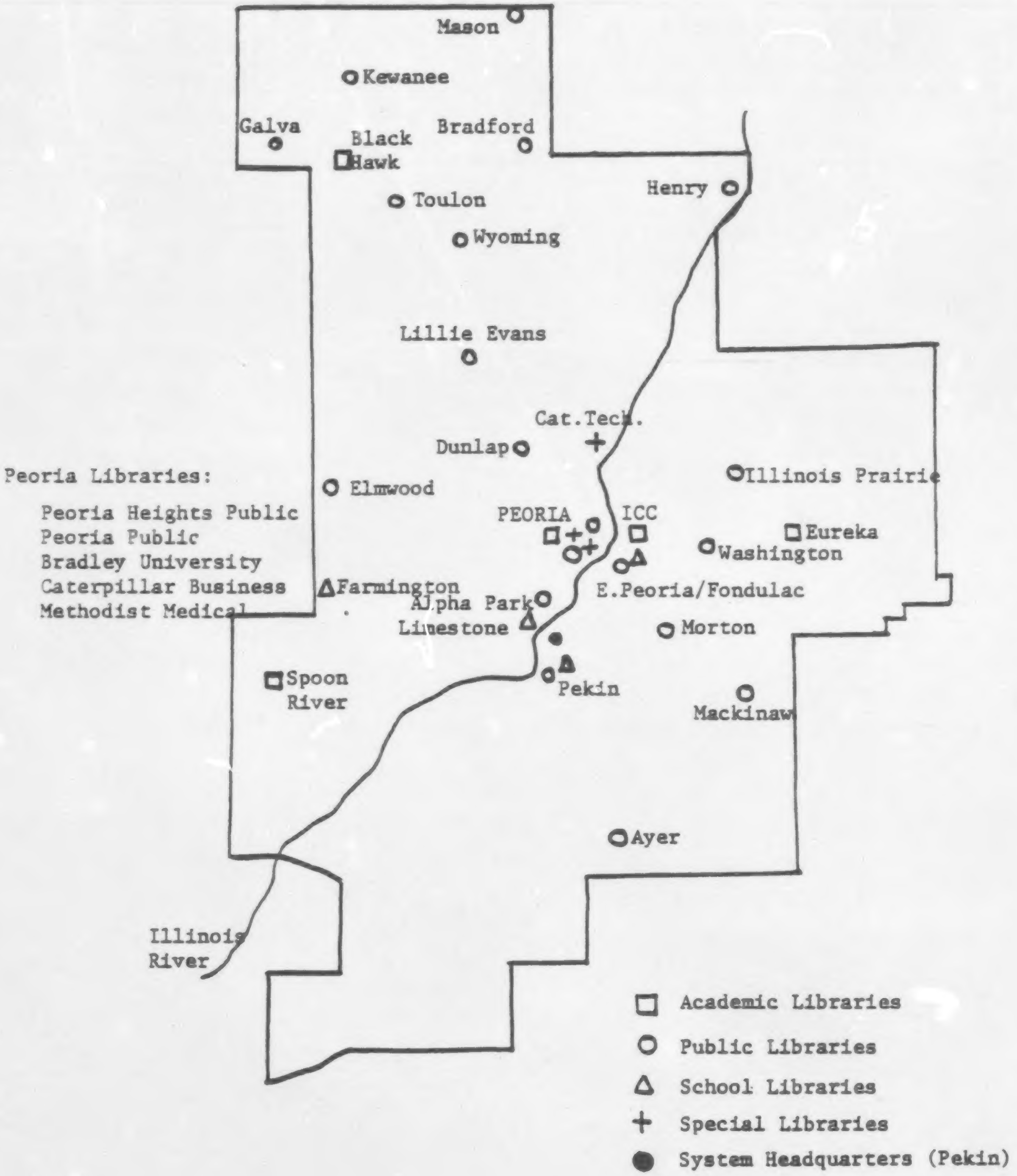
Illinois Valley Library System
OCLC Experimental Project
Participating Libraries


Mason
Kewanee
Galva
Black Hawk
Bradford
Henry
Toulon
Wyoming
Lillie Evans
Cat.Tech.
Dunlap
Illinois Prairie
Peoria Libraries:
Peoria Heights Public
Peoria Public
Bradley University
Caterpillar Business
Methodist Medical
Elmwood
PEORIA
ICC
Eureka
Washington
Farmington
Alpha Park
E.Peoria/Fondulac
Limestone
Morton
Spoon River
Pekin
Mackinaw
Ayer
Illinois River
□ Academic Libraries
○ Public Libraries
△ School Libraries
+ Special Libraries
● System Headquarters (Pekin)

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APPENDIX B

MID-PROJECT STAFF WRITTEN ATTITUDE SURVEY RESPONSES

In February of 1981 a written attitude survey form was sent to staff members and directors of the thirty-three libraries that were full or partial participants in the OCLC Project. One hundred ninety-two forms were filled out and returned. The following pages comprise a copy of the original form and a report of the results.

In the presentation of responses, the number of "no opinion" responses and the percent of the total respondents who gave these responses is given first. These respondents are then removed from the total and each of the other responses is reported as a percentage of the remaining respondents, that is, of the group which did express an opinion. An examination of the instruments shows that "no opinion" responses are generally based on a lack of experience (judging from the independent variables) with a particular area of service. Thus staff with no contact with patrons (presumably technical services staff) tend to have "no opinion" about interlibrary loan related questions.

ILLINOIS VALLEY LIBRARY SYSTEM

Automation Project

Attitude Survey
Staff

The Illinois Valley Library System is now experimenting with the application of computer technology to library activities. In this experiment, your library has become a member of a nationwide network known as OCLC.

In essence, this means that your library will use a computer connected, through telephone lines, to the OCLC computer in Columbus, Ohio. This terminal may affect your library in several ways:

a. Library staff members can use the terminal to catalog materials. The computer will print cards for filing in your library's catalog.
b. The terminal itself can be used to find out which materials your library owns.
c. The terminal can be used to find out which of more than 2000 libraries in the country own a particular item.
d. The terminal can be used to request on loan an item owned by another library in the Illinois Valley Library System, by another library in Illinois, or by some library outside the state.
e. The terminal will allow other libraries to find out which materials your library owns and to request them from your library.
f. It may be possible for all System libraries to adopt a more cooperative approach to acquisitions avoiding unnecessary duplication.
g. Staff members who use the terminal itself will need to schedule their use time, and may need to travel to the terminal site.

We would like to determine your opinions towards the participation of your library in this automation experiment. Would you please take a few moments to answer the following questions? It should only take about five minutes of your time. Your cooperation will be greatly appreciated.

When you have completed the form, please return it to IVLS/OCLC Project by March 10, 1981.

1. What kind of library are you associated with?
   a. ☐ Academic library
   b. ☐ Public library (0-2,000 population)
   c. ☐ Public library (2,000-3,000 population)
   d. ☐ Public library (3,000-15,000 population)
   e. ☐ Public library (15,000-50,000 population)
   f. ☐ Public library (50,000 + population)
   g. ☐ School library
   h. ☐ Special library

2. In what way are you associated with this library? CHECK ONE
   a. ☐ Director of the library
   b. ☐ Other full-time staff member
   c. ☐ Part-time staff member
   d. ☐ Volunteer

3. What level of formal education have you so far achieved?
    - a. ☐ Less than high school
    - b. ☐ High school
    - c. ☐ Two-year college
    - d. ☐ Bachelor's
    - e. ☐ Master's or above

4. Is there a terminal in your library now?
    - a. ☐ yes
    - b. ☐ no

5. Do you personally use the OCLC terminal?
    - a. ☐ regularly
    - b. ☐ occasionally
    - c. ☐ never

6. Has your library started using the OCLC system?
    - a. ☐ yes
    - b. ☐ no

7. Do you have face-to-face contact with library patrons?
    - a. ☐ regularly
    - b. ☐ occasionally
    - c. ☐ never

8. The following statements relate to possible effects of this automation project in your library. Please use the appropriate boxes to indicate the extent to which you agree with each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
a. It will be easier to find which books the library owns.	☐	☐	☐	☐	☐
b. It will be easier to find which books are owned by other libraries.	☐	☐	☐	☐	☐
c. The library will have a better catalog than it had before.	☐	☐	☐	☐	☐
d. The costs of operating the library will increase.	☐	☐	☐	☐	☐
e. More books will be borrowed from the library.	☐	☐	☐	☐	☐
f. The library will borrow more books from other libraries.	☐	☐	☐	☐	☐

g. The overall quality of the library service will deteriorate.	☐	☐	☐	☐	☐
h. The library will be able to make a more valuable contribution to library service in the Illinois Valley region as a whole.	☐	☐	☐	☐	☐
i. New services will be available to library patrons.	☐	☐	☐	☐	☐
j. Patron needs will be satisfied more quickly.	☐	☐	☐	☐	☐
k. Computers have no value in library applications.	☐	☐	☐	☐	☐
l. I would rather use a card catalog than a computer terminal.	☐	☐	☐	☐	☐
m. The delay from the time a book is received to the time it is available to patrons will increase.	☐	☐	☐	☐	☐
n. Libraries in the Illinois Valley Library System will better coordinate their selection of new books.	☐	☐	☐	☐	☐
o. Availability of books in the library will decline because the collection will be used more by patrons of other libraries.	☐	☐	☐	☐	☐
p. Automation will be a "dehumanizing" influence in the library.	☐	☐	☐	☐	☐
q. The library should not make its materials available outside Illinois.	☐	☐	☐	☐	☐
r. Using the computer has increased my satisfaction with my job.	☐	☐	☐	☐	☐
s. I would rather use the old IVLS system for interlibrary loans than a computer system.	☐	☐	☐	☐	☐

t. Information from the terminal is helpful in my work.	☐	☐	☐	☐	☐
u. The library should not borrow materials from out-of-state.	☐	☐	☐	☐	☐
v. The computerized system is too complex to learn in the time we have available.	☐	☐	☐	☐	☐
w. Money would be better spent on buying more books than on automation projects of this kind.	☐	☐	☐	☐	☐
x. Automation is too expensive for this library.	☐	☐	☐	☐	☐

5. If you have any other comments to make about this automation experiment, please record them below:

Please return to IVLS/OCLC Project by March 10, 1981.
- THANK YOU -

Mid-Project Staff Written Attitude Survey
Frequencies for Independent Variables

1. What kind of library are you associated with?

36	(18.8%)	Academic library
11	(5.7%)	Public library (0-2,000 population)
9	(4.7%)	Public library (2,000-3,000 population)
35	(18.2%)	Public library (3,000-15,000 population)
46	(24.0%)	Public library (15,000-50,000 population)
11	(5.7%)	Public library (50,000+ population)
29	(15.1%)	School library
13	(6.8%)	Special library
2	(1.0%)	No response

For this report, the categories of public libraries were collapsed as follows:

55	(28.6%)	Public library (0-15,000 population)
57	(29.7%)	Public library (15,000+ population)

2. In what ways are you associated with this library?

28	(14.6%)	Director
103	(53.6%)	Other full-time staff member
57	(29.7%)	Part-time staff member
4	(2.1%)	Volunteer

For this report, the categories are collapsed as follows:

28	(14.6%)	Director
164	(85.4%)	Other staff

3. What level of formal education have you so far achieved?

1	(.5%)	Less than high school
67	(34.9%)	High school
30	(15.6%)	Two-year college
45	(23.4%)	Bachelor's
47	(24.5%)	Master's or above
2	(1.0%)	No response

4. Is there a terminal in your library now?

125	(65.1%)	Yes
66	(34.4%)	No
1	(.5%)	No response

5. Do you personally use the OCLC terminal?

66	(34.4%)	Regularly
42	(21.9%)	Occasionally
74	(38.5%)	Never
10	(5.2%)	No response

6. Has your library started using the OCLC system?

160	(83.3%)	Yes
31	(16.1%)	No
1	(.5%)	No response

7. Do you have face-to-face contact with library patrons?

147	(76.6%)	Regularly
38	(19.8%)	Occasionally
6	(3.1%)	Never
1	(.5%)	No response

Item a: It will be easier to find which books the library owns.

For this item, 27 respondents (14.1%) had no opinion. Of those who expressed an opinion (N=165), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
17.0%	56.4%	26.0%	.6%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	27	14.1%	165	17.0%	56.4%	26.0%	.6%
Type of Library							
Academic	3	8.3%	33	27.3%	63.6%	9.1%	0.0%
Public (0-15,000 pop.)	6	10.9%	49	10.2%	55.1%	32.7%	2.0%
Public (15,000+ pop.)	11	19.3%	46	21.7%	54.3%	23.9%	0.0%
School	4	13.8%	25	12.0%	52.0%	36.0%	0.0%
Special	3	23.1%	10	0.0%	70.0%	30.0%	0.0%
Position							
Director	3	10.7%	25	12.0%	48.0%	40.0%	0.0%
Staff	24	14.6%	140	17.8%	57.9%	23.6%	.7%
Level of Education							
Less than High School	0	0.0%	1	0.0%	100%	0.0%	0.0%
High School	7	10.4%	60	13.3%	56.7%	30.0%	0.0%
Two-Year College	6	20.0%	24	29.2%	45.8%	25.0%	0.0%
Bachelor's	7	15.6%	38	21.0%	55.3%	23.7%	0.0%
Master's or above	6	12.8%	41	12.2%	63.4%	24.4%	0.0%
Terminal in library now?							
Yes	17	13.6%	108	17.6%	59.3%	23.1%	0.0%
No	10	15.2%	56	16.1%	51.8%	32.1%	0.0%
Do you use the terminal?							
Regularly	8	12.1%	58	15.5%	62.1%	22.4%	0.0%
Occasionally	4	9.5%	38	13.2%	57.9%	28.9%	0.0%
Never	14	18.9%	60	21.6%	46.7%	31.7%	0.0%
Has your library started using OCLC?							
Yes	24	15.0%	136	17.6%	57.4%	25.0%	0.0%
No	3	9.7%	28	14.3%	53.6%	32.1%	0.0%
Do you have contact with patrons?							
Regularly	19	12.9%	128	15.6%	53.1%	31.2%	0.0%
Occasionally	8	21.1%	30	23.3%	66.7%	10.0%	0.0%
Never	0	0.0%	6	16.7%	83.3%	0.0%	0.0%

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Item h: It will be easier to find which books are owned by other libraries.

For this item, 6 respondents (3.1%) had no opinion. Of those who expressed an opinion (N=186), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
57.0%	41.9%	1.1%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	6	3.1%	186	57.0%	41.9%	1.1%	0.0%
Type of Library							
Academic	0	0.0%	36	58.3%	41.7%	0.0%	0.0%
Public (0-15,000 pop.)	1	1.8%	54	55.6%	40.7%	3.7%	0.0%
Public (15,000+ pop.)	2	3.5%	55	50.9%	49.1%	0.0%	0.0%
School	3	10.3%	26	53.8%	46.2%	0.0%	0.0%
Special	0	0.0%	13	92.3%	7.7%	0.0%	0.0%
Position							
Director	0	0.0%	28	75.0%	25.0%	0.0%	0.0%
Staff	6	3.7%	158	53.8%	44.9%	1.3%	0.0%
Level of Education							
Less than High School	0	0.0%	1	100%	0.0%	0.0%	0.0%
High School	2	3.0%	65	36.9%	61.5%	1.6%	0.0%
Two-Year College	1	3.3%	29	62.1%	37.9%	0.0%	0.0%
Bachelor's	1	2.2%	44	65.9%	34.1%	0.0%	0.0%
Master's or above	2	4.3%	45	75.6%	24.4%	0.0%	0.0%
Terminal in library now?							
Yes	2	1.6%	123	60.2%	39.8%	0.0%	0.0%
No	4	6.1%	62	51.6%	46.8%	1.6%	0.0%
Do you use the terminal?							
Regularly	0	0.0%	66	72.7%	27.3%	0.0%	0.0%
Occasionally	1	2.4%	41	65.9%	34.1%	0.0%	0.0%
Never	5	6.8%	69	39.1%	59.4%	1.5%	0.0%
Has your library started using OCLC?							
Yes	3	1.9%	157	59.9%	39.5%	.6%	0.0%
No	3	9.7%	28	42.9%	57.1%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	4	2.7%	143	60.1%	39.2%	.7%	0.0%
Occasionally	2	5.3%	36	50.0%	50.0%	0.0%	0.0%
Never	0	0.0%	6	33.3%	66.7%	0.0%	0.0%

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Item c: The library will have a better catalog than it had before.

For this item, 51 respondents (26.6%) had no opinion. Of those who expressed an opinion (N=141), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
27.7%	48.9%	22.0%	1.4%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	51	26.6%	141	27.7%	48.9%	22.0%	1.4%
Type of Library							
Academic	6	16.7%	30	40.0%	46.7%	10.0%	3.3%
Public (0-15,000 pop.)	13	23.6%	42	23.8%	54.8%	19.0%	2.4%
Public (15,000+ pop.)	19	33.3%	38	21.1%	47.4%	31.6%	0.0%
School	10	34.5%	19	15.8%	47.4%	36.8%	0.0%
Special	3	23.1%	10	50.0%	50.0%	0.0%	0.0%
Position							
Director	6	21.4%	22	27.3%	45.4%	27.3%	0.0%
Staff	45	27.4%	119	27.7%	49.6%	21.0%	1.7%
Level of Education							
Less than High School	0	0.0%	1	0.0%	100%	0.0%	0.0%
High School	19	28.4%	48	22.9%	43.8%	33.3%	0.0%
Two-Year College	6	20.0%	24	25.0%	58.3%	12.5%	4.2%
Bachelor's	14	31.1%	31	32.3%	54.8%	12.9%	0.0%
Master's or above	11	23.4%	36	33.3%	44.5%	22.2%	0.0%
Terminal in library now?							
Yes	29	23.2%	96	31.2%	49.0%	18.8%	1.0%
No	22	33.3%	44	20.5%	50.0%	29.5%	0.0%
Do you use the terminal?							
Regularly	13	19.7%	53	41.5%	37.7%	18.9%	1.9%
Occasionally	10	23.8%	32	21.9%	56.2%	21.9%	0.0%
Never	26	35.1%	48	20.8%	52.1%	27.1%	0.0%
Has your library started using OCLC?							
Yes	39	24.4%	121	30.6%	49.6%	19.0%	.8%
No	12	38.7%	19	10.5%	47.4%	42.1%	0.0%
Do you have contact with patrons?							
Regularly	34	23.1%	113	29.2%	50.4%	20.4%	0.0%
Occasionally	15	39.5%	23	21.7%	52.2%	26.1%	0.0%
Never	2	33.3%	4	25.0%	0.0%	50.0%	25.0%

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Item d: The costs of operating the library will increase.

For this item, 68 respondents (35.4%) had no opinion. Of those who expressed an opinion (N=124), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
19.4%	56.4%	21.0%	3.2%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	68	35.4%	124	19.4%	56.4%	21.0%	3.2%
Type of Library							
Academic	10	27.8%	26	11.5%	57.7%	26.9%	3.8%
Public (0-15,000 pop.)	17	30.9%	38	28.9%	42.1%	23.7%	5.3%
Public (15,000+ pop.)	24	42.1%	33	24.2%	72.7%	3.0%	0.0%
School	13	44.8%	16	12.6%	56.2%	25.0%	6.2%
Special	4	30.8%	9	0.0%	44.4%	55.6%	0.0%
Position							
Director	4	14.3%	24	25.0%	45.8%	20.8%	8.4%
Staff	64	39.0%	100	18.0%	59.0%	21.0%	2.0%
Level of Education							
Less than High School	1	100%					
High School	24	35.8%	43	16.3%	72.1%	11.6%	0.0%
Two-Year College	13	43.3%	17	41.2%	29.4%	23.5%	5.9%
Bachelor's	17	37.8%	28	14.3%	53.6%	25.0%	7.1%
Master's or above	13	27.7%	34	14.7%	52.9%	29.4%	3.0%
Terminal in library now?							
Yes	49	39.2%	76	13.2%	56.6%	26.3%	3.9%
No	19	28.8%	47	27.7%	57.4%	12.8%	2.1%
Do you use the terminal?							
Regularly	21	31.8%	45	11.1%	53.3%	28.9%	6.7%
Occasionally	15	35.7%	27	33.3%	37.1%	25.9%	3.7%
Never	27	36.5%	47	14.9%	74.5%	10.6%	0.0%
Has your library started using OCLC?							
Yes	57	35.6%	103	16.5%	55.3%	24.3%	3.9%
No	11	35.5%	20	30.0%	65.0%	5.0%	0.0%
Do you have contact with patrons?							
Regularly	54	36.7%	93	18.3%	52.7%	24.7%	4.3%
Occasionally	13	34.2%	25	20.0%	68.0%	12.0%	0.0%
Never	1	16.7%	5	20.0%	80.0%	0.0%	0.0%

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Item e: More books will be borrowed from the library.

For this item, 49 respondents (25.5%) had no opinion. Of those who expressed an opinion (N=143), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
25.9%	64.3%	9.8%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	49	25.5%	143	25.9%	64.3%	9.8%	0.0%
Type of Library							
Academic	3	8.3%	33	33.3%	57.6%	9.1%	0.0%
Public (0-15,000 pop.)	13	23.6%	42	26.2%	69.0%	4.8%	0.0%
Public (15,000+ pop.)	20	35.1%	37	18.9%	62.2%	18.9%	0.0%
School	8	27.6%	21	19.1%	71.4%	9.5%	0.0%
Special	4	30.8%	9	33.3%	66.7%	0.0%	0.0%
Position							
Director	8	28.6%	20	35.0%	60.0%	5.0%	0.0%
Staff	41	25.0%	123	24.4%	65.0%	10.6%	0.0%
Level of Education							
Less than High School	0	0.0%	1	0.0%	100%	0.0%	0.0%
High School	18	26.9%	49	16.3%	77.6%	6.1%	0.0%
Two-Year College	8	26.7%	22	22.7%	72.7%	4.6%	0.0%
Bachelor's	5	11.1%	40	35.0%	50.0%	15.0%	0.0%
Master's or above	17	36.2%	30	33.3%	56.7%	10.0%	0.0%
Terminal in library now?							
Yes	29	23.2%	96	27.1%	64.6%	8.3%	0.0%
No	20	30.3%	46	23.9%	65.2%	10.9%	0.0%
Do you use the terminal?							
Regularly	11	16.7%	55	34.5%	60.0%	5.5%	0.0%
Occasionally	10	23.8%	32	21.9%	68.7%	9.4%	0.0%
Never	25	33.8%	49	20.4%	67.4%	12.2%	0.0%
Has your library started using OCLC?							
Yes	40	25.0%	120	27.5%	65.0%	7.5%	0.0%
No	9	29.0%	22	18.2%	63.6%	18.2%	0.0%
Do you have contact with patrons?							
Regularly	35	23.8%	112	26.8%	63.4%	9.8%	0.0%
Occasionally	11	28.9%	27	22.2%	70.4%	7.4%	0.0%
Never	3	50.0%	3	33.3%	66.7%	0.0%	0.0%

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Item f: The library will borrow more books from other libraries.

For this item, 27 respondents (14.1%) had no opinion. Of those who expressed an opinion (N=165), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
28.5%	61.2%	10.3%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	27	14.1%	165	28.5%	61.2%	10.3%	0.0%
Type of Library							
Academic	3	8.3%	33	45.5%	54.5%	0.0%	0.0%
Public (0-15,000 pop.)	7	12.7%	48	20.8%	70.8%	8.4%	0.0%
Public (15,000+ pop.)	9	15.8%	48	16.7%	64.6%	18.7%	0.0%
School	7	24.1%	22	18.2%	63.6%	18.2%	0.0%
Special	0	0.0%	13	69.2%	30.8%	0.0%	0.0%
Position							
Director	1	3.6%	27	29.6%	59.3%	11.1%	0.0%
Staff	26	15.9%	138	28.3%	61.6%	10.1%	0.0%
Level of Education							
Less than High School	0	0.0%	1	0.0%	100%	0.0%	0.0%
High School	11	16.4%	56	17.9%	73.2%	8.9%	0.0%
Two-Year College	5	16.7%	25	24.0%	68.0%	8.0%	0.0%
Bachelor's	3	6.7%	42	33.3%	52.4%	14.3%	0.0%
Master's or above	8	17.0%	39	43.6%	48.7%	7.7%	0.0%
Terminal in library now?							
Yes	14	11.2%	111	30.6%	63.1%	6.3%	0.0%
No	13	19.7%	53	24.5%	58.5%	17.0%	0.0%
Do you use the terminal?							
Regularly	2	3.0%	64	39.1%	51.5%	9.4%	0.0%
Occasionally	4	9.5%	38	29.0%	68.4%	2.6%	0.0%
Never	19	25.7%	55	18.2%	67.3%	14.5%	0.0%
Has your library started using OCLC?							
Yes	18	11.2%	142	32.4%	61.3%	6.3%	0.0%
No	9	29.0%	22	4.5%	63.6%	31.8%	0.0%
Do you have contact with patrons?							
Regularly	19	12.9%	128	28.9%	60.2%	10.9%	0.0%
Occasionally	5	13.2%	33	30.3%	63.6%	6.1%	0.0%
Never	3	50.0%	3	0.0%	100%	0.0%	0.0%

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Item g: The overall quality of library service will deteriorate.

For this item, 17 respondents (8.9%) had no opinion. Of those who expressed an opinion (N=175), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	.6%	58.3%	41.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	17	8.9%	175	0.0%	.6%	58.3%	41.1%
Type of Library							
Academic	2	5.6%	34	0.0%	0.0%	50.0%	50.0%
Public (0-15,000 pop.)	4	7.3%	51	0.0%	0.0%	58.8%	41.2%
Public (15,000+ pop.)	5	8.8%	52	0.0%	0.0%	75.0%	25.0%
School	5	17.2%	24	0.0%	4.2%	50.0%	45.8%
Special	0	0.0%	13	0.0%	0.0%	30.8%	69.2%
Position							
Director	2	7.1%	26	0.0%	0.0%	34.6%	65.4%
Staff	15	9.1%	149	0.0%	.7%	62.4%	36.9%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	0.0%	100%
High School	5	7.5%	62	0.0%	1.6%	74.2%	24.2%
Two-Year College	4	13.3%	26	0.0%	0.0%	53.8%	46.2%
Bachelor's	4	8.9%	41	0.0%	0.0%	61.0%	39.0%
Master's or above	2	4.3%	45	0.0%	0.0%	37.8%	62.2%
Terminal in library now?							
Yes	6	4.8%	119	0.0%	0.0%	58.8%	41.2%
No	10	15.2%	56	0.0%	1.8%	57.1%	41.1%
Do you use the terminal?							
Regularly	2	3.0%	64	0.0%	0.0%	45.3%	54.7%
Occasionally	1	2.4%	41	0.0%	0.0%	53.7%	46.3%
Never	12	16.2%	62	0.0%	1.6%	72.6%	25.8%
Has your library started using OCLC?							
Yes	10	6.3%	150	0.0%	0.0%	56.7%	43.3%
No	6	19.4%	25	0.0%	4.0%	68.0%	28.0%
Do you have contact with patrons?							
Regularly	12	8.2%	135	0.0%	.8%	57.0%	42.2%
Occasionally	3	7.9%	35	0.0%	0.0%	60.0%	40.0%
Never	1	16.7%	5	0.0%	0.0%	80.0%	20.0%

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Item h: The library will be able to make a more valuable contribution to library service in the Illinois Valley region as a whole.

For this item, 21 respondents (10.9%) had no opinion. Of those who expressed an opinion (N=171), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
32.2%	60.8%	7.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	21	10.9%	171	32.2%	60.8%	7.0%	0.0%
Type of Library							
Academic	2	5.6%	34	52.9%	47.1%	0.0%	0.0%
Public (0-15,000 pop.)	7	12.7%	48	29.2%	66.7%	4.1%	0.0%
Public (15,000+ pop.)	7	12.3%	50	16.0%	66.0%	18.0%	0.0%
School	4	13.8%	25	28.0%	68.0%	4.0%	0.0%
Special	0	0.0%	13	53.8%	46.2%	0.0%	0.0%
Position							
Director	2	7.1%	26	46.2%	50.0%	3.8%	0.0%
Staff	19	11.6%	145	29.6%	62.8%	7.6%	0.0%
Level of Education							
Less than High School	0	0.0%	1	100%	0.0%	0.0%	0.0%
High School	7	10.4%	60	13.3%	80.0%	6.7%	0.0%
Two-Year College	5	16.7%	25	36.0%	60.0%	4.0%	0.0%
Bachelor's	6	13.3%	39	41.0%	53.9%	5.1%	0.0%
Master's or above	3	6.4%	44	47.7%	43.2%	9.1%	0.0%
Terminal in library now?							
Yes	10	8.0%	115	32.2%	63.5%	4.3%	0.0%
No	11	16.7%	55	32.7%	56.4%	10.9%	0.0%
Do you use the terminal?							
Regularly	7	10.6%	59	47.5%	49.1%	3.4%	0.0%
Occasionally	3	7.1%	39	41.0%	56.4%	2.6%	0.0%
Never	11	14.9%	63	15.9%	73.0%	11.1%	0.0%
Has your library started using OCLC?							
Yes	17	10.6%	143	34.3%	61.5%	4.2%	0.0%
No	4	12.9%	27	22.2%	59.3%	18.5%	0.0%
Do you have contact with patrons?							
Regularly	14	9.5%	133	30.8%	63.9%	5.3%	0.0%
Occasionally	6	15.8%	32	34.4%	59.4%	6.2%	0.0%
Never	1	16.7%	5	60.0%	0.0%	40.0%	0.0%

Item i: New services will be available to library patrons.

For this item, 30 respondents (15.6%) had no opinion. Of those who expressed an opinion (N=162), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
27.8%	58.6%	13.0%	.6%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	30	15.6%	162	27.8%	58.6%	13.0%	.6%
Type of Library							
Academic	4	11.1%	32	43.8%	50.0%	6.2%	0.0%
Public (0-15,000 pop.)	7	12.7%	48	18.8%	72.9%	6.2%	2.1%
Public (15,000+ pop.)	13	22.8%	44	20.4%	52.3%	27.3%	0.0%
School	6	20.7%	23	21.7%	73.9%	4.4%	0.0%
Special	0	0.0%	13	53.8%	30.8%	15.4%	0.0%
Position							
Director	3	10.7%	25	28.0%	48.0%	24.0%	0.0%
Staff	27	16.5%	137	27.7%	60.6%	11.0%	.7%
Level of Education							
Less than High School	0	0.0%	1	100%	0.0%	0.0%	0.0%
High School	11	16.4%	56	16.1%	73.2%	8.9%	1.8%
Two-Year College	6	20.0%	24	25.0%	66.7%	8.3%	0.0%
Bachelor's	7	15.6%	38	34.2%	57.9%	7.9%	0.0%
Master's or above	5	10.6%	42	38.1%	38.1%	23.8%	0.0%
Terminal in library now?							
Yes	17	13.6%	108	30.6%	58.3%	10.2%	.9%
No	13	19.7%	53	22.6%	60.4%	17.0%	0.0%
Do you use the terminal?							
Regularly	7	10.6%	59	37.3%	49.1%	11.9%	1.7%
Occasionally	4	9.5%	38	34.2%	52.6%	13.2%	0.0%
Never	19	25.7%	55	16.4%	70.9%	12.7%	0.0%
Has your library started using OCLC?							
Yes	25	15.6%	135	29.6%	58.5%	11.1%	.8%
No	5	16.1%	26	19.2%	61.6%	19.2%	0.0%
Do you have contact with patrons?							
Regularly	20	13.6%	127	27.6%	59.0%	12.6%	.8%
Occasionally	9	23.7%	29	31.0%	55.2%	13.8%	0.0%
Never	1	16.7%	5	20.0%	80.0%	0.0%	0.0%

Item j: Patron needs will be satisfied more quickly.

For this item, 27 respondents (14.1%) had no opinion. Of those who expressed an opinion (N=165), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
29.1%	63.6%	7.3%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	27	14.1%	165	29.1%	63.6%	7.3%	0.0%
Type of Library							
Academic	4	11.1%	32	37.5%	62.5%	0.0%	0.0%
Public (0-15,000 pop.)	7	12.7%	48	25.0%	64.6%	10.4%	0.0%
Public (15,000+ pop.)	6	10.5%	51	15.7%	74.5%	9.8%	0.0%
School	9	31.0%	20	30.0%	60.0%	10.0%	0.0%
Special	0	0.0%	13	69.2%	30.8%	0.0%	0.0%
Position							
Director	3	10.7%	25	36.0%	52.0%	12.0%	0.0%
Staff	24	14.6%	140	27.9%	65.7%	6.4%	0.0%
Level of Education							
Less than High School	0	0.0%	1	100%	0.0%	0.0%	0.0%
High School	10	14.9%	57	14.1%	78.9%	7.0%	0.0%
Two-Year College	4	13.3%	26	34.6%	53.9%	11.5%	0.0%
Bachelor's	7	15.6%	38	34.2%	65.8%	0.0%	0.0%
Master's or above	6	12.8%	41	39.0%	51.2%	9.8%	0.0%
Terminal in library now?							
Yes	14	11.2%	111	27.0%	67.6%	5.4%	0.0%
No	13	19.7%	53	34.0%	56.6%	9.4%	0.0%
Do you use the terminal?							
Regularly	4	6.1%	62	35.5%	58.1%	6.4%	0.0%
Occasionally	2	4.8%	40	35.0%	57.5%	7.5%	0.0%
Never	20	27.0%	54	18.5%	74.1%	7.4%	0.0%
Has your library started using OCLC?							
Yes	18	11.2%	142	30.3%	64.1%	5.6%	0.0%
No	9	29.0%	22	22.7%	63.6%	13.6%	0.0%
Do you have contact with patrons?							
Regularly	20	13.6%	127	26.0%	66.9%	7.1%	0.0%
Occasionally	5	13.2%	33	39.4%	57.6%	3.0%	0.0%
Never	2	33.3%	4	50.0%	25.0%	25.0%	0.0%

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Item k: Computers have no value in library applications.

For this item, 27 respondents (14.1%) had no opinion. Of those who expressed an opinion (N=165), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
.6%	1.8%	48.5%	49.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	27	14.1%	165	.6%	1.8%	48.5%	49.1%
Type of Library							
Academic	1	2.8%	35	0.0%	2.8%	42.9%	54.3%
Public (0-15,000 pop.)	8	14.5%	47	0.0%	2.1%	61.7%	36.2%
Public (15,000+ pop.)	9	15.8%	48	2.1%	0.0%	52.1%	45.8%
School	9	31.0%	20	0.0%	0.0%	45.0%	55.0%
Special	0	0.0%	13	0.0%	0.0%	15.4%	84.6%
Position							
Director	2	7.1%	26	0.0%	0.0%	34.6%	65.4%
Staff	25	15.2%	139	.7%	2.2%	51.1%	46.0%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	0.0%	100%
High School	17	25.4%	50	0.0%	4.0%	70.0%	26.0%
Two-Year College	3	10.0%	27	3.7%	3.7%	51.9%	4.7%
Bachelor's	3	6.7%	42	0.0%	0.0%	50.0%	50.0%
Master's or above	3	6.4%	44	0.0%	0.0%	20.5%	79.5%
Terminal in library now?							
Yes	10	8.0%	115	0.0%	1.7%	48.7%	49.6%
No	17	25.8%	49	2.0%	2.0%	46.9%	49.0%
Do you use the terminal?							
Regularly	2	3.0%	64	0.0%	1.5%	34.4%	64.1%
Occasionally	2	4.8%	40	0.0%	0.0%	57.5%	42.5%
Never	21	28.4%	53	0.0%	3.8%	56.6%	39.6%
Has your library started using OCLC?							
Yes	18	11.2%	142	0.0%	2.1%	48.6%	49.3%
No	9	29.0%	22	4.5%	0.0%	45.5%	50.0%
Do you have contact with patrons?							
Regularly	20	13.6%	127	0.0%	1.6%	48.8%	49.6%
Occasionally	6	15.8%	32	0.0%	0.0%	50.0%	50.0%
Never	1	16.7%	5	20.0%	20.0%	20.0%	40.0%

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Item 1: I would rather use a card catalog than a computer terminal.

For this item, 54 respondents (28.1%) had no opinion. Of those who expressed an opinion (N=138), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
5.8%	25.4%	54.3%	14.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	54	28.1%	138	5.8%	25.4%	54.3%	14.5%
Type of Library							
Academic	10	27.8%	26	11.6%	7.7%	61.5%	19.2%
Public (0-15,000 pop.)	17	30.9%	38	2.6%	36.8%	52.6%	7.8%
Public (15,000+ pop.)	17	29.8%	40	2.5%	32.5%	45.0%	20.0%
School	6	20.7%	23	13.1%	21.7%	56.5%	8.7%
Special	4	30.8%	9	0.0%	0.0%	77.8%	22.2%
Position							
Director	5	17.9%	23	0.0%	39.1%	47.8%	13.1%
Staff	49	29.9%	115	7.0%	22.6%	55.6%	14.8%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	100%	0.0%
High School	18	26.9%	49	8.2%	32.6%	49.0%	10.2%
Two-Year College	9	30.0%	21	4.8%	33.3%	47.6%	14.3%
Bachelor's	10	22.2%	35	8.6%	17.1%	62.9%	11.4%
Master's or above	16	34.0%	31	0.0%	16.1%	58.1%	25.8%
Terminal in library now?							
Yes	34	27.2%	91	4.4%	23.1%	58.2%	14.3%
No	19	28.8%	47	8.5%	29.8%	46.8%	14.9%
Do you use the terminal?							
Regularly	15	22.7%	51	5.9%	13.7%	62.7%	17.7%
Occasionally	8	19.0%	34	2.9%	26.5%	55.9%	14.7%
Never	26	35.1%	48	8.3%	35.4%	43.8%	12.5%
Has your library started using OCLC?							
Yes	43	26.9%	117	3.4%	24.8%	56.4%	15.4%
No	10	32.3%	21	19.0%	28.6%	[illegible]2.9%	9.5%
Do you have contact with patrons?							
Regularly	42	28.6%	105	5.7%	26.7%	53.3%	14.3%
Occasionally	10	26.3%	28	3.6%	21.4%	57.1%	17.9%
Never	1	16.7%	5	20.0%	20.0%	60.0%	0.0%

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Item m: The delay from the time a book is received to the time it is available to patrons will increase.

For this item, 53 respondents (27.6%) had no opinion. Of those who expressed an opinion (N=139), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
3.6%	15.1%	56.1%	25.2%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	53	27.6%	139	3.6%	15.1%	56.1%	25.2%
Type of Library							
Academic	5	13.9%	31	3.2%	6.5%	54.8%	35.5%
Public (0-15,000 pop.)	13	23.6%	42	7.1%	16.7%	52.4%	23.8%
Public (15,000+ pop.)	16	28.1%	41	2.4%	22.0%	56.1%	19.5%
School	15	51.7%	14	0.0%	14.3%	57.1%	28.6%
Special	3	23.1%	10	0.0%	10.0%	70.0%	20.0%
Position							
Director	4	14.3%	24	4.2%	20.8%	37.5%	37.5%
Staff	49	29.9%	115	3.5%	13.9%	60.0%	22.6%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	0.0%	100%
High School	26	38.8%	41	2.4%	19.5%	61.0%	17.1%
Two-Year College	7	23.3%	23	8.7%	17.4%	37.1%	34.8%
Bachelor's	11	24.4%	34	0.0%	11.8%	73.5%	14.7%
Master's or above	8	17.0%	39	5.1%	10.3%	48.7%	35.9%
Terminal in library now?							
Yes	30	24.0%	95	4.2%	9.5%	57.9%	28.4%
No	22	33.3%	44	2.2%	27.3%	52.3%	18.2%
Do you use the terminal?							
Regularly	8	12.1%	58	3.5%	10.3%	48.3%	37.9%
Occasionally	9	21.4%	33	9.1%	21.2%	42.4%	27.3%
Never	33	44.6%	41	0.0%	17.1%	73.2%	9.7%
Has your library started using OCLC?							
Yes	37	23.1%	123	4.1%	14.6%	55.3%	26.0%
No	15	48.4%	16	0.0%	18.8%	62.5%	18.7%
Do you have contact with patrons?							
Regularly	38	25.9%	109	2.8%	15.6%	59.6%	22.0%
Occasionally	12	31.6%	26	7.7%	3.8%	50.0%	38.5%
Never	2	33.3%	4	0.0%	75.0%	0.0%	25.0%

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Item n: Libraries in Illinois Valley Library System will better coordinate their selection of new books.

For this item, 66 respondents (34.4%) had no opinion. Of those who expressed an opinion (N=126), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
10.3%	65.1%	23.8%	.8%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	66	34.4%	126	10.3%	65.1%	23.8%	.8%
Type of Library							
Academic	10	27.8%	26	30.8%	50.0%	15.4%	3.8%
Public (0-15,000 pop.)	24	43.6%	31	3.2%	67.7%	29.0%	0.0%
Public (15,000+ pop.)	17	29.8%	40	5.0%	65.0%	30.0%	0.0%
School	10	34.5%	19	10.5%	73.7%	15.8%	0.0%
Special	4	30.8%	9	0.0%	88.9%	11.1%	0.0%
Position							
Director	7	25.0%	21	14.3%	57.1%	28.6%	0.0%
Staff	59	36.0%	105	9.5%	66.7%	22.9%	.9%
Level of Education							
Less than High School	1	100%					
High School	25	37.3%	42	2.4%	78.6%	19.0%	0.0%
Two-Year College	8	26.7%	22	22.7%	45.5%	27.3%	4.5%
Bachelor's	18	40.0%	27	7.4%	66.7%	25.9%	0.0%
Master's or above	14	29.8%	33	15.2%	60.6%	24.2%	0.0%
Terminal in library now?							
Yes	35	28.0%	90	11.1%	67.8%	20.0%	1.1%
No	31	47.0%	35	8.6%	60.0%	31.4%	0.0%
Do you use the terminal?							
Regularly	21	31.8%	45	15.5%	55.6%	26.7%	2.2%
Occasionally	14	33.3%	28	17.9%	60.7%	21.4%	0.0%
Never	29	39.2%	45	2.2%	77.8%	20.0%	0.0%
Has your library started using OCLC?							
Yes	52	32.5%	108	12.0%	66.7%	20.4%	.9%
No	14	45.2%	17	0.0%	58.8%	41.2%	0.0%
Do you have contact with patrons?							
Regularly	52	35.4%	95	9.5%	66.3%	24.2%	0.0%
Occasionally	11	28.9%	27	14.8%	63.0%	18.5%	3.7%
Never	3	50.0%	3	0.0%	66.7%	33.3%	0.0%

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Item o: Availability of books in the library will decline because the collection will be used more by patrons of other libraries.

For this item, 34 respondents (17.7%) had no opinion. Of those who expressed an opinion (N=158), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
1.9%	22.8%	67.7%	7.6%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	34	17.7%	158	1.9%	22.8%	67.7%	7.6%
Type of Library							
Academic	8	22.2%	28	0.0%	28.6%	60.7%	10.7%
Public (0-15,000 pop.)	8	14.5%	47	2.1%	12.8%	80.8%	4.3%
Public (15,000+ pop.)	12	21.1%	45	0.0%	24.4%	68.9%	6.7%
School	4	13.8%	25	8.0%	36.0%	40.0%	16.0%
Special	2	15.4%	11	0.0%	9.1%	90.9%	0.0%
Position							
Director	5	17.9%	23	4.3%	17.4%	52.2%	26.1%
Staff	29	17.7%	135	1.5%	23.7%	70.4%	4.4%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	100%	0.0%
High School	13	19.4%	54	0.0%	25.9%	72.2%	1.9%
Two-Year College	5	16.7%	25	4.0%	16.0%	72.0%	8.0%
Bachelor's	5	11.1%	40	5.0%	25.0%	62.5%	7.5%
Master's or above	11	23.4%	36	0.0%	19.4%	63.9%	16.7%
Terminal in library now?							
Yes	22	17.6%	103	0.0%	18.5%	75.7%	5.8%
No	12	18.2%	54	5.6%	31.5%	51.8%	11.1%
Do you use the terminal?							
Regularly	8	12.1%	58	0.0%	19.0%	72.4%	8.6%
Occasionally	6	14.3%	36	5.6%	13.9%	69.4%	11.1%
Never	18	24.3%	56	1.8%	32.1%	62.5%	3.6%
Has your library started using OCLC?							
Yes	28	17.5%	132	1.5%	18.2%	73.5%	6.8%
No	6	19.4%	25	4.0%	48.0%	36.0%	12.0%
Do you have contact with patrons?							
Regularly	20	13.6%	127	1.6%	21.2%	69.3%	7.9%
Occasionally	11	28.9%	27	3.7%	25.9%	63.0%	7.4%
Never	3	50.0%	3	0.0%	66.7%	33.3%	0.0%

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Item p: Automation will be a "dehumanizing" influence in the library.

For this item, 31 respondents (16.1%) had no opinion. Of those who expressed an opinion (N=161), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
.6%	6.8%	61.5%	31.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	31	16.1%	161	.6%	6.8%	61.5%	31.1%
Type of Library							
Academic	5	13.9%	31	0.0%	0.0%	64.5%	35.5%
Public (0-15,000 pop.)	10	18.2%	45	0.0%	4.4%	75.6%	20.0%
Public (15,000+ pop.)	9	15.8%	48	2.1%	8.3%	64.6%	25.0%
School	5	17.2%	24	0.0%	20.8%	37.5%	41.7%
Special	1	7.7%	12	0.0%	0.0%	33.3%	66.7%
Position							
Director	3	10.7%	25	0.0%	8.0%	44.0%	48.0%
Staff	28	17.1%	136	.7%	6.6%	64.7%	28.0%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	0.0%	100%
High School	20	29.9%	47	0.0%	12.8%	76.6%	10.6%
Two-Year College	5	16.7%	25	4.0%	0.0%	72.0%	24.0%
Bachelor's	4	8.9%	41	0.0%	9.7%	53.7%	36.6%
Master's or above	2	4.3%	45	0.0%	0.0%	48.9%	51.1%
Terminal in library now?							
Yes	17	13.6%	108	.9%	2.8%	65.7%	30.6%
No	14	21.2%	52	0.0%	15.4%	26.9%	32.7%
Do you use the terminal?							
Regularly	4	6.1%	62	0.0%	1.6%	66.1%	32.3%
Occasionally	5	11.9%	37	0.0%	5.4%	54.1%	40.5%
Never	21	28.4%	53	1.9%	13.2%	58.5%	26.4%
Has your library started using OCLC?							
Yes	25	15.6%	135	.7%	3.7%	64.5%	31.1%
No	6	19.4%	25	0.0%	24.0%	44.0%	32.0%
Do you have contact with patrons?							
Regularly	23	15.6%	124	.8%	6.4%	59.7%	33.1%
Occasionally	6	15.8%	32	0.0%	9.4%	62.5%	28.1%
Never	2	33.3%	4	0.0%	0.0%	100%	0.0%

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Item q: The library should not make its materials available outside Illinois.

For this item, 33 respondents (17.2%) had no opinion. Of those who expressed an opinion (N=159), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
3.1%	12.6%	57.9%	26.4%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	33	17.2%	159	3.1%	12.6%	57.9%	26.4%
Type of Library							
Academic	4	11.1%	32	6.2%	9.4%	46.9%	37.5%
Public (0-15,000 pop.)	8	14.5%	47	2.1%	4.3%	70.2%	23.4%
Public (15,000+ pop.)	9	15.8%	48	4.2%	12.5%	64.6%	18.7%
School	10	34.5%	19	0.0%	26.3%	52.6%	21.1%
Special	2	15.4%	11	0.0%	27.3%	18.2%	54.5%
Position							
Director	4	14.3%	24	0.0%	12.5%	50.0%	37.5%
Staff	29	17.7%	135	3.7%	12.6%	59.3%	24.4%
Level of Education							
Less than High School	1	100%					
High School	14	20.9%	53	1.9%	20.7%	60.4%	17.0%
Two-Year College	4	13.3%	26	11.5%	15.4%	53.9%	19.2%
Bachelor's	10	22.2%	35	2.9%	5.7%	60.0%	31.4%
Master's or above	4	8.5%	43	0.0%	4.7%	55.8%	39.5%
Terminal in library now?							
Yes	18	14.4%	107	2.8%	6.5%	60.8%	29.9%
No	15	22.7%	51	3.9%	25.5%	51.0%	19.6%
Do you use the terminal?							
Regularly	7	10.6%	59	1.7%	5.1%	57.6%	35.6%
Occasionally	5	11.9%	37	5.4%	2.7%	64.9%	27.0%
Never	21	28.4%	53	3.8%	22.6%	54.7%	18.9%
Has your library started using OCLC?							
Yes	23	14.4%	137	2.9%	8.8%	60.6%	27.7%
No	10	32.3%	21	4.8%	38.1%	38.1%	19.0%
Do you have contact with patrons?							
Regularly	23	15.6%	124	.8%	10.5%	60.5%	28.2%
Occasionally	10	26.3%	28	10.7%	17.9%	50.0%	21.4%
Never	0	0.0%	6	16.7%	33.3%	33.3%	16.7%

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Item r: Using the computer has increased my satisfaction with my job.

For this item, 101 respondents (52.6%) had no opinion. Of those who expressed an opinion (N=91), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
31.8%	45.1%	17.6%	5.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	101	52.6%	91	31.8%	45.1%	17.6%	5.5%
Type of Library							
Academic	15	41.7%	21	57.1%	42.9%	0.0%	0.0%
Public (0-15,000 pop.)	29	52.7%	26	19.2%	53.8%	23.1%	3.9%
Public (15,000+ pop.)	31	54.4%	26	23.1%	34.6%	30.8%	11.5%
School	22	75.9%	7	28.6%	57.1%	14.3%	0.0%
Special	4	30.8%	9	33.3%	55.6%	0.0%	11.1%
Position							
Director	11	39.3%	17	17.7%	52.9%	29.4%	0.0%
Staff	90	54.9%	74	35.1%	43.2%	14.9%	6.8%
Level of Education							
Less than High School	0	0.0%	1	0.0%	100%	0.0%	0.0%
High School	40	59.7%	27	33.3%	40.8%	14.8%	11.1%
Two-Year College	15	50.0%	15	33.3%	40.0%	26.7%	0.0%
Bachelor's	21	46.7%	24	33.3%	41.7%	20.8%	4.2%
Master's or above	24	51.1%	23	30.4%	56.5%	8.7%	4.4%
Terminal in library now?							
Yes	56	44.8%	69	34.8%	47.8%	11.6%	5.8%
No	44	66.7%	22	22.7%	36.4%	36.4%	4.5%
Do you use the terminal?							
Regularly	11	16.7%	55	47.3%	40.0%	9.1%	3.6%
Occasionally	23	54.8%	19	15.8%	68.4%	10.5%	5.3%
Never	58	78.4%	16	0.0%	37.5%	50.0%	12.5%
Has your library started using OCLC?							
Yes	74	46.2%	86	33.7%	45.3%	16.3%	4.7%
No	26	83.9%	5	0.0%	40.0%	40.0%	20.0%
Do you have contact with patrons?							
Regularly	78	53.1%	69	27.5%	50.7%	16.0%	5.8%
Occasionally	19	50.0%	19	52.6%	21.1%	21.0%	5.3%
Never	3	50.0%	3	0.0%	66.7%	33.3%	0.0%

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Item s: I would rather use the old IVLS system for interlibrary loan than a computer terminal.

For this item, 80 respondents (41.7%) had no opinion. Of those who expressed an opinion (N=112), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
4.5%	14.3%	52.7%	28.6%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	80	41.7%	112	4.5%	14.3%	52.7%	28.6%
Type of Library							
Academic	11	30.6%	25	4.0%	0.0%	44.0%	52.0%
Public (0-15,000 pop.)	26	47.3%	29	6.9%	17.2%	58.6%	17.3%
Public (15,000+ pop.)	24	42.1%	33	6.1%	21.2%	54.5%	18.2%
School	17	58.6%	12	0.0%	25.0%	58.3%	16.7%
Special	2	15.4%	11	0.0%	0.0%	45.5%	54.5%
Position							
Director	5	17.9%	23	8.7%	17.4%	47.8%	26.1%
Staff	75	45.7%	89	3.4%	13.5%	53.9%	29.2%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	100%	0.0%
High School	38	56.7%	29	3.4%	27.6%	62.1%	6.9%
Two-Year College	17	56.7%	13	15.4%	0.0%	53.8%	30.8%
Bachelor's	14	31.1%	31	0.0%	6.5%	61.3%	32.2%
Master's or above	11	23.4%	36	5.6%	11.1%	38.9%	44.4%
Terminal in library now?							
Yes	52	41.6%	73	4.1%	8.2%	50.7%	37.0%
No	28	42.4%	38	5.3%	23.7%	57.9%	13.1%
Do you use the terminal?							
Regularly	18	27.3%	48	4.2%	6.2%	47.9%	41.7%
Occasionally	13	31.0%	29	6.9%	10.3%	48.3%	34.5%
Never	45	60.8%	29	3.4%	27.6%	62.1%	6.9%
Has your library started using OCLC?							
Yes	61	38.1%	99	5.1%	11.1%	54.5%	29.3%
No	19	61.3%	12	0.0%	33.3%	41.7%	25.0%
Do you have contact with patrons?							
Regularly	54	36.7%	93	4.3%	14.0%	51.6%	30.1%
Occasionally	22	57.9%	16	6.3%	12.5%	56.2%	25.0%
Never	4	66.7%	2	0.0%	0.0%	100%	0.0%

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Item t: Information from the terminal has been helpful in my work.

For this item, 65 respondents (33.9%) had no opinion. Of those who expressed an opinion (N=127), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
33.1%	55.9%	11.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	65	33.9%	127	33.1%	55.9%	11.0%	0.0%
Type of Library							
Academic	3	8.3%	33	48.5%	48.5%	3.0%	0.0%
Public (0-15,000 pop.)	18	32.7%	37	27.0%	62.2%	10.8%	0.0%
Public (15,000+ pop.)	27	47.4%	30	20.0%	63.3%	16.7%	0.0%
School	15	51.7%	14	21.4%	57.2%	21.4%	0.0%
Special	2	15.4%	11	54.5%	45.5%	0.0%	0.0%
Position							
Director	5	17.9%	23	34.8%	56.5%	8.7%	0.0%
Staff	60	36.6%	104	32.7%	55.8%	11.5%	0.0%
Level of Education							
Less than High School	0	0.0%	1	0.0%	100%	0.0%	0.0%
High School	32	47.8%	35	17.1%	62.9%	20.0%	0.0%
Two-Year College	9	30.0%	21	42.9%	47.6%	9.5%	0.0%
Bachelor's	12	26.7%	33	30.3%	63.6%	6.1%	0.0%
Master's or above	12	25.5%	35	48.6%	48.6%	2.8%	0.0%
Terminal in library now?							
Yes	35	28.0%	90	38.9%	54.4%	6.7%	0.0%
No	30	45.5%	36	19.4%	61.1%	19.4%	0.0%
Do you use the terminal?							
Regularly	5	7.6%	61	47.5%	52.5%	0.0%	0.0%
Occasionally	13	31.0%	29	31.0%	65.5%	3.5%	0.0%
Never	41	55.4%	33	12.1%	51.5%	36.4%	0.0%
Has your library started using OCLC?							
Yes	46	28.8%	114	34.2%	57.9%	7.9%	0.0%
No	19	61.3%	12	25.0%	41.7%	33.3%	0.0%
Do you have contact with patrons?							
Regularly	50	34.0%	97	28.9%	60.8%	10.3%	0.0%
Occasionally	13	34.2%	25	48.0%	40.0%	12.0%	0.0%
Never	2	33.3%	4	50.0%	50.0%	0.0%	0.0%

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Item u: The library should not borrow materials from out-of-state.

For this item, 34 respondents (17.7%) had no opinion. Of those who expressed an opinion (N=158), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
1.9%	10.8%	58.2%	29.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	34	17.7%	158	1.9%	10.8%	58.2%	29.1%
Type of Library							
Academic	4	11.1%	32	3.1%	9.4%	50.0%	37.5%
Public (0-15,000 pop.)	7	12.7%	48	2.1%	6.2%	68.8%	22.9%
Public (15,000+ pop.)	9	15.8%	48	2.1%	12.5%	60.4%	25.0%
School	11	37.9%	18	0.0%	22.2%	55.6%	22.2%
Special	3	23.1%	10	0.0%	0.0%	40.0%	60.0%
Position							
Director	4	14.3%	24	0.0%	8.3%	50.0%	41.7%
Staff	30	18.3%	134	2.2%	11.2%	59.7%	26.9%
Level of Education							
Less than High School	1	100%					
High School	15	22.4%	52	1.9%	15.4%	73.1%	9.6%
Two-Year College	4	13.3%	26	3.9%	15.4%	53.8%	26.9%
Bachelor's	9	20.0%	36	0.0%	11.1%	58.3%	30.6%
Master's or above	5	10.6%	42	2.4%	0.0%	42.8%	54.8%
Terminal in library now?							
Yes	19	15.2%	106	1.9%	4.7%	60.4%	33.0%
No	15	22.7%	51	2.0%	23.5%	52.9%	21.6%
Do you use the terminal?							
Regularly	8	12.1%	58	0.0%	1.7%	53.5%	44.8%
Occasionally	6	14.3%	36	5.6%	5.6%	61.1%	27.8%
Never	20	27.0%	54	1.9%	22.2%	61.1%	14.8%
Has your library started using OCLC?							
Yes	25	15.6%	135	1.5%	7.4%	60.7%	30.4%
No	9	29.0%	22	4.6%	31.8%	40.9%	22.7%
Do you have contact with patrons?							
Regularly	22	15.0%	125	.8%	8.8%	60.8%	29.6%
Occasionally	10	26.3%	28	3.6%	21.4%	46.4%	28.6%
Never	2	33.3%	4	25.0%	0.0%	50.0%	25.0%

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Item v: The computerized system is too complex to learn in the time we have available.

For this item, 54 respondents (28.1%) had no opinion. Of those who expressed an opinion (N=138), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
.7%	9.4%	55.8%	34.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	54	28.1%	138	.7%	9.4%	55.8%	34.1%
Type of Library							
Academic	5	13.9%	31	0.0%	0.0%	51.6%	48.4%
Public (0-15,000 pop.)	17	30.9%	38	2.6%	18.4%	57.9%	21.1%
Public (15,000+ pop.)	17	29.8%	40	0.0%	7.5%	60.0%	32.5%
School	15	51.7%	14	0.0%	14.3%	64.3%	21.4%
Special	0	0.0%	13	0.0%	0.0%	46.2%	53.8%
Position							
Director	9	32.1%	19	0.0%	10.5%	68.4%	21.1%
Staff	45	27.4%	119	.8%	9.3%	53.8%	36.1%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	0.0%	100%
High School	24	35.8%	43	2.3%	13.9%	60.5%	23.3%
Two-Year College	9	30.0%	21	0.0%	9.5%	47.6%	42.9%
Bachelor's	11	24.4%	34	0.0%	11.8%	52.9%	35.3%
Master's or above	8	17.0%	39	0.0%	2.6%	59.0%	38.4%
Terminal in library now?							
Yes	21	16.8%	104	1.0%	6.7%	53.8%	38.5%
No	32	48.5%	34	0.0%	17.6%	61.8%	20.6%
Do you use the terminal?							
Regularly	3	4.5%	63	0.0%	3.2%	42.8%	54.0%
Occasionally	9	21.4%	33	3.0%	6.1%	66.7%	24.2%
Never	36	48.6%	38	0.0%	23.7%	63.2%	13.1%
Has your library started using OCLC?							
Yes	34	21.2%	126	.8%	7.9%	54.8%	36.5%
No	19	61.3%	12	0.0%	25.0%	66.7%	8.3%
Do you have contact with patrons?							
Regularly	40	27.2%	107	.9%	11.2%	54.2%	33.7%
Occasionally	11	28.9%	27	0.0%	3.7%	59.3%	37.0%
Never	2	33.3%	4	0.0%	0.0%	75.0%	25.0%

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Item w: Money would be better spent on buying more books than on automation projects of this kind.

For this item, 49 respondents (25.5%) had no opinion. Of those who expressed an opinion (N=143), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
4.2%	14.0%	57.3%	24.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	49	25.5%	143	4.2%	14.0%	57.3%	24.5%
Type of Library							
Academic	7	19.4%	29	3.5%	3.4%	55.2%	37.9%
Public (0-15,000 pop.)	19	34.5%	36	5.5%	13.9%	63.9%	16.7%
Public (15,000+ pop.)	13	22.8%	44	4.5%	20.5%	61.4%	13.3%
School	9	31.0%	20	5.0%	20.0%	50.0%	25.0%
Special	1	7.7%	12	0.0%	0.0%	41.7%	58.3%
Position							
Director	6	21.4%	22	4.6%	13.6%	59.1%	22.7%
Staff	43	26.2%	121	4.1%	14.1%	57.0%	24.8%
Level of Education							
Less than High School	0	0.0%	1	0.0%	0.0%	100%	0.0%
High School	22	32.8%	45	2.2%	26.7%	62.2%	8.9%
Two-Year College	10	33.3%	20	10.0%	5.0%	60.0%	25.0%
Bachelor's	9	20.0%	36	5.6%	8.3%	58.3%	27.8%
Master's or above	8	17.0%	39	2.6%	5.1%	51.3%	41.0%
Terminal in library now?							
Yes	30	24.0%	95	3.2%	5.3%	61.0%	30.5%
No	19	28.8%	47	6.4%	29.8%	51.0%	12.8%
Do you use the terminal?							
Regularly	9	13.6%	57	3.5%	3.5%	56.1%	36.9%
Occasionally	12	28.6%	30	3.3%	3.3%	63.3%	30.0%
Never	28	37.8%	46	6.5%	28.3%	56.5%	8.7%
Has your library started using OCLC?							
Yes	41	25.6%	119	3.4%	9.2%	60.5%	26.9%
No	8	25.8%	23	8.7%	34.8%	43.5%	13.0%
Do you have contact with patrons?							
Regularly	40	27.2%	107	2.8%	12.1%	56.1%	29.0%
Occasionally	8	21.1%	30	3.3%	16.7%	66.7%	13.3%
Never	1	16.7%	5	40.0%	20.0%	40.0%	0.0%

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Item x: Automation is too expensive for this library.

For this item, 70 respondents (36.5%) had no opinion. Of those who expressed an opinion (N=122), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
4.9%	18.8%	56.6%	19.7%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	70	36.5%	122	4.9%	18.8%	56.6%	19.7%
Type of Library							
Academic	8	22.2%	28	0.0%	3.6%	64.3%	32.1%
Public (0-15,000 pop.)	22	40.0%	33	15.2%	24.2%	48.5%	12.1%
Public (15,000+ pop.)	20	35.1%	37	2.7%	27.0%	62.2%	8.1%
School	16	55.1%	13	0.0%	23.1%	61.5%	15.4%
Special	3	23.1%	10	0.0%	0.0%	40.0%	60.0%
Position							
Director	13	46.4%	15	0.0%	26.7%	53.3%	20.0%
Staff	57	34.8%	107	5.6%	17.8%	57.0%	19.6%
Level of Education							
Less than High School	1	100%					
High School	26	38.8%	41	7.3%	26.8%	58.6%	7.3%
Two-Year College	12	40.0%	18	5.5%	27.8%	55.6%	11.1%
Bachelor's	16	35.6%	29	3.5%	10.3%	58.6%	27.6%
Master's or above	15	31.9%	32	0.0%	9.4%	56.2%	34.4%
Terminal in library now?							
Yes	47	37.6%	78	1.3%	6.4%	64.1%	28.2%
No	23	34.8%	43	9.3%	41.9%	44.2%	4.6%
Do you use the terminal?							
Regularly	21	31.8%	45	0.0%	8.9%	53.3%	37.8%
Occasionally	14	33.3%	28	7.1%	10.7%	64.3%	17.9%
Never	35	47.3%	39	7.7%	33.3%	53.9%	5.1%
Has your library started using OCLC?							
Yes	57	35.6%	103	3.9%	14.6%	58.2%	23.3%
No	13	41.9%	18	5.6%	44.4%	50.0%	0.0%
Do you have contact with patrons?							
Regularly	56	38.1%	91	3.3%	19.8%	54.9%	22.0%
Occasionally	11	28.9%	27	3.7%	14.8%	66.7%	14.8%
Never	3	50.0%	3	33.3%	33.3%	33.3%	0.0%

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Comments from End of Attitude Survey Form

Long overdue for this library!

We have not yet received our terminal. I am excited about its arrival and think it will be great!!

I have enjoyed the challenges of working on something new which this project has given.

I have no direct contact with OCLC terminal. I don't think I'm really qualified to answer many of these questions.

I am not aware of all the advantages of the OCLC Experimental Project. I do know we have an excellent library system as it is now. My opinion is based on this knowledge, and am not sure money spent on this new project is the best for our particular needs or our community in general.

We have received materials otherwise unavailable to us in the past. New materials have reached the shelves much faster than in the past. There have been no problems in supplying interlibrary loan requests.

The number of patrons using the public access terminal seriously is far outweighed by the number of children and teens who simply want to play on it (type their name, etc.). Using the terminal for cataloging, especially using a printer also makes processing new books much more efficient.

I do not believe that these computers should be made available to the public. The children think it is just some sort of fancy toy to play with. Even with the instructions spelled out step-by-step most people still do not understand how to work the machine and there are times when the staff is too busy to have to explain how to use it.

Replies to:

s. OCLC is better because it is quicker for patron. But it involves considerably more staff time.
w. Depends on level of automation and cost. At some point, cost becomes an inhibiting factor.
x. Not at this time. Could easily become so.

As far as Interlibrary Loan goes - the response time of the terminal depends on how much time and work I can accomplish. In the event that OCLC is down, slow, or otherwise not convenient, I prefer to type System requests.

I did not answer "r" because of the frustration with down time on the terminal. I feel I must spend too much time at this work. Otherwise, I would enjoy using the terminal.

Would have liked to have had more specific suggestions for organizing of procedures and materials of OCLC project (early on) as they pertained to our library and its functions. (i.e.) how to file printouts, how long to keep, how to check on cards coming, records to keep for later reference, etc. Workshops on terminal and its use well done.

Traveling to the computer site within the cluster is very unhandy and time-consuming. I'm sure libraries which have their own terminals make much better use and would have some very strong opinions.

I have not tried to operate the computer in our library. There have been several times when we have been unable to use it, for various reasons. I was upset when it was installed because several holes had to be cut in the wall and the cable had to be passed through 3 rooms and 2 stairways. We had no place to put it, so it is on the desk which is needed for other things.
Of course it is fine for cataloging and finding books, but I feel that the cost is prohibitive for small libraries. I do not feel that the end justifies the means.
Now, if it could put the jackets on the books, put the tickets on them and the pockets in them I would say "Hooray!" Typing the cards is only one job. They also have to be put in the file.
I can see having a machine located where it can be used by several libraries. I would even suggest hiring a full-time employee to operate it and allow the small libraries to call in requests for her to process, but I think it would be a terrible waste of money to install one in a small library like ours.

Since our library is new to the experiment, I do not feel qualified to really answer this survey.

I'm sure the computer system is here to stay - I personally feel it is too much too fast for the amount of training given to the employees of our library. Especially when circulation keeps increasing as well as other services we are expected to provide.

The grant opportunity is great though many problems have been encountered, as would be expected when automating any system. More thorough on-going information/expectations would have helped. At the least, it will be a great help in going on-line with the automated circulation system.

I think the OCLC system is an excellent advancement in better patron services and staff time saving. I question only, the frequent "down time" - can't that be improved?

Too much down time.

I have not had much experience with OCLC. Sorry I couldn't be more definite with these answers.

What happens when the computer goes down, if the card catalog has been done away with?

If OCLC now had subject search capabilities, some of my answers would be different, because then there would be no difference between the card catalog and the terminal.
Down time has been incredible the past couple of months, and I feel this could lead to many negative reactions to OCLC if it is not corrected soon.

Computers work in all other areas and certainly should be beneficial to libraries. I do not operate the computer at this time but feel it is progressive.

For an academic library, OCLC is very valuable, but I question the value of it in very small libraries. They are often unable to provide staff, training or any other resources in sufficient quantities to make it worthwhile for them.

Use of the ILL subsystem has expedited locating and borrowing the books and journal articles for patrons which might otherwise be delayed through the strictly health science and/or medical library system.

I feel the program will be of nominal use unless all the books owned by libraries are put on OCLC.
Also the time it takes to call our host library and wait for them to check on the terminal [for ILL requests], I could have it written on the form and be doing something else.

OCLC is a valuable resource, but cannot see it being feasible for small libraries to purchase a terminal.
*In reference to (s.) The reason for that answer (Agree) is the fact that the host library is not prompt in calling us back to report who owns the book we are wanting to get on interlibrary loan. Sometimes they wait 2 days or more, until our staff member is there working on OCLC, to give her the message.

"No Opinion" was often checked because I lack pro and con information. An objective judgement could not be made.

Patron use of a terminal will familiarize them with it and decrease their resistance to/fear of it.

I'm looking forward to all the benefits automation should (if properly used) bring to our library and the electronic library systems of the future.

It's hard to say the terminal makes processing books or searching for books any easier. I use our terminal daily and I honestly believe that we could process our books faster before the terminal. The terminals have too much down and slow time. Especially if they are to be used for more than one function.

Public access terminals are an unnecessary expense and unsatisfying to patron as so few holdings of local libraries are entered. Terminal moves so slow so much of the time. Any solution?

I personally like the card catalog system instead of the computer terminal. The computerized system will be more expensive to operate in future years, too.

When our taxpayers find out that materials purchased with their tax monies are being used by other schools I'm sure they will be quite upset. Our inventory of materials, I feel, is much greater than what others have and I feel we would be getting the short end. This is advantageous to the schools whose budget lacks the money for AV materials, but our inventory has been built up and pretty well covers our needs.

Despite the recent search key enhancements, it seems that overall performance of the OCLC system has SERIOUSLY declined!!! My greatest fear, which seems to be reinforced by the daily poor performance of OCLC, is that the benefits OCLC provides will be nearly negated by the "technical difficulties" which impede its efficient use.
Speaking realistically, should performance continue to decline, it would be difficult NOT to investigate alternative cataloging processes...sad, but true.
In summary, then, I feel that with respect to the entire automation experiment, that if the performance standards of OCLC are not increased beyond what we have been presently experiencing for the last several months, that the entire outcome of the OCLC project will be placed in jeopardy (facorably speaking), and that a considerable amount of money will have been expended for less than acceptable results.

My answers to questions q. and u. might differ if the questions raised the issue of borrowing and lending out-of-state before exhausting Illinois sources.

I do not have concrete information upon which to base my opinion as yet in certain areas - i.e., costs, cooperative resource development, new services available to patrons, etc.

Regarding c: Without subject access, OCLC is not really a catalog. It would be nice to have this feature added in the future.
Regarding n: We have already refrained from ordering several books that several local libraries have.

Even though we are a small library, I believe the cost is well worth it. re. staff time saved! In addition, service to patrons is faster and more efficient. I do have mixed feelings on a public access terminal in our community. Although a few adults used it regularly, mostly children played with it - typing on keyboard, etc.

Pertaining to "s" - I feel that for ILL purposes searching for title ownership is invaluable, however, from that point on the IVLS service is financially more within our range.
Pertaining to "x" - Concerning the automation cost of the on-going project: so far our local funds have not been hard pressed. The use of the terminal after the completion of the project would not be possible unless costs could be shared with other libraries in a cluster or group ownership setup.

Reply to s. - Because of down time and slow response of this particular terminal must answer "Agree." However this may not be true for all computer systems. The amount of wasted staff time because of inadequate terminal response time is very expensive -- Hard to believe that this system can cut labor expenses.

"o" Availability of books will not decline because we have the right to refuse circulation if a book is in demand in our library.

"x" I cannot have an opinion on this question because we have no idea how much it is going to cost.

Cannot imagine any library operation without OCLC being a critical part of its function.

I am very enthused about this project. I feel we are making progress and not becoming stagnant as some libraries are apt to do. It is time that we move forward into the technical age. We cannot be a storehouse of books, we must be vital and ever-changing.

APPENDIX C

END-PROJECT STAFF WRITTEN ATTITUDE SURVEY RESPONSES

In August of 1982 a written attitude survey form was sent to staff members and directors of all twenty-nine libraries that were full participants in the OCLC Project. One hundred twenty-six forms were filled out and returned. The following pages comprise a copy of the original form and a report of the results.

To present this report, the number of "no opinion" responses and the percent of the total respondents who gave these responses is given first. These respondents are then removed from the total and each of the other responses is reported as a percentage of the remaining respondents, that is, of the group which did express an opinion. An examination of the instruments shows that "no opinion" responses are generally based on a lack of experience (judging from the independent variables) with a particular area of service. Thus staff with no contact with patrons (presumably technical services staff) tend to have "no opinion" about interlibrary loan related questions.

ILLINOIS VALLEY LIBRARY SYSTEM

Automation Project

Attitude Survey
Staff
August 1982

The Illinois Valley Library System is now completing an experiment with the application of computer technology to library activities. In this experiment, your library has became a member of a nationwide network known as OCLC.

We would like to determine your opinions about OCLC use in your library. Would you please take a few moments to answer the following questions? Your cooperation will be greatly appreciated.

WHEN YOU HAVE COMPLETED THE FORM, PLEASE RETURN IT TO IVLS/OCLC PROJECT BY SEPTEMBER, 1 1982.

1. What kind of library are you associated with?
   - a. ☐ Academic library
   - b. ☐ Public library (0-2,000 population)
   - c. ☐ Public library (2,000-3,000 population)
   - d. ☐ Public library (3,000-15,000 population)
   - e. ☐ Public library (15,000-50,000 population)
   - f. ☐ Public library (50,000 + population)
   - g. ☐ School library
   - h. ☐ Special library

2. In what way are you associated with this library? CHECK ONE
   - a. ☐ Director of the library
   - b. ☐ Other full-time staff member
   - c. ☐ Part-time staff member
   - d. ☐ Volunteer

3. What level of formal education have you achieved so far?
   - a. ☐ Less than high school
   - b. ☐ High school
   - c. ☐ Two-year college
   - d. ☐ Bachelor's
   - e. ☐ Master's or above

4. Was there a terminal, either Public Access or regular, in your library any time during the Project?
   - a. ☐ yes
   - b. ☐ no

5. Do/did you personally use the OCLC terminal?
   - a. ☐ regularly
   - b. ☐ occasionally
   - c. ☐ never

6. Do you have face-to-face contact with library patrons?
   - a. ☐ regularly
   - b. ☐ occasionally
   - c. ☐ never

7. The following statements relate to possible effects of this automation project in your library. Please use the appropriate boxes to indicate the extent to which you agree with each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
a. It is easier to find which books the library owns.	☐	☐	☐	☐	☐
b. It is easier to find which books are owned by other libraries.	☐	☐	☐	☐	☐
c. The library has a better catalog than it had before.	☐	☐	☐	☐	☐
d. The costs of operating the library increased.	☐	☐	☐	☐	☐
e. More books were borrowed from this library.	☐	☐	☐	☐	☐
f. The library borrowed more books from other libraries.	☐	☐	☐	☐	☐
g. The overall quality of the library service deteriorated.	☐	☐	☐	☐	☐
h. The library was able to make a more valuable contribution to library service in the Illinois Valley region as a whole.	☐	☐	☐	☐	☐
i. New services were available to library patrons.	☐	☐	☐	☐	☐
j. Patron needs were satisfied more quickly.	☐	☐	☐	☐	☐
k. Computers have no value in library applications.	☐	☐	☐	☐	☐

l.	I would rather use a card catalog than a computer terminal.	☐	☐	☐	☐	☐
m.	The delay from the time a new book is received to the time it is available to patrons increased.	☐	☐	☐	☐	☐
n.	Libraries in the Illinois Valley Library System will better coordinate their selection of new books.	☐	☐	☐	☐	☐
o.	Availability of books in the library declined because the collection was used more by patrons of other libraries.	☐	☐	☐	☐	☐
p.	Automation was a dehumanizing influence in the library.	☐	☐	☐	☐	☐
q.	This library should not make its materials available outside Illinois.	☐	☐	☐	☐	☐
r.	Using the computer has increased my satisfaction with my job.	☐	☐	☐	☐	☐
s.	I would rather use the old IVLS system for interlibrary loans than the OCLC system.	☐	☐	☐	☐	☐
t.	Information from the terminal was helpful in my work.	☐	☐	☐	☐	☐
u.	This library should not borrow materials from out-of-state.	☐	☐	☐	☐	☐
v.	Aside from its cataloging and ILL use, OCLC is valuable for answering reference questions.	☐	☐	☐	☐	☐
w.	The computerized system was too complex to learn in the time we had available.	☐	☐	☐	☐	☐

x.	Money would be better spent on buying more books than on automation projects of this kind.	☐	☐	☐	☐	☐
y.	Automation is too expensive for this library.	☐	☐	☐	☐	☐
z.	Using OCLC has helped me feel that other forms of automation might be appropriate in this library.	☐	☐	☐	☐	☐

5. If you have any other comments to make about this automation experiment, please record them below:

Please return to IVLS/OCLC Project by September 1, 1982.
- THANK YOU -

Distribution of Independent Variables

Total survey return = 126

Some categories given in the survey were combined for analysis as shown below.

What kind of library are you associated with?

10	(7.9%)	Academic library
40	(31.8%)	Small public (0-15,000 population)
61	(48.4%)	Medium-sized or large public library (15,000+ population)
10	(7.9%)	School library
5	(4%)	Special library

In what way are you associated with this library?

18	(14.3%)	Director
108	(85.8%)	Other staff members

What level of formal education have you achieved so far?

0		Less than high school
46	(36.5%)	High school
21	(16.7%)	Two-year college
25	(19.8%)	Bachelor's
34	(27%)	Master's or above

Was there a terminal, either Public Access or regular, in your library at any time during the Project?

120	(95.2%)	Yes
6	(4.8%)	No

Do/did you personally use the OCLC terminal?

77	(61.1%)	Regularly
32	(32%)	Occasionally
16	(16%)	Never
1	(.8%)	No response

Do you have face-to-face contact with library patrons?

97	(77%)	Regularly
17	(13.5%)	Occasionally
5	(4%)	Never
7	(5.6%)	No response

Item a: It is easier to find which books the library owns.

For this item, 24 respondents (19%) had no opinion. Of those who expressed an opinion (N=102), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
15.7%	52.9%	30.4%	.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	24	19.0%	102	15.7%	52.9%	30.4%	1.0%
Type of Library							
Academic	1	10.0%	9	44.4%	55.6%	0.0%	0.0%
Public (0-15,000 pop.)	5	12.5%	35	14.3%	40.0%	45.7%	0.0%
Public (15,000+ pop.)	16	26.2%	45	11.1%	60.0%	26.7%	2.2%
School	1	10.0%	9	22.2%	66.7%	11.1%	0.0%
Special	1	20.0%	4	0.0%	50.0%	50.0%	0.0%
Position							
Director	3	16.7%	15	20.0%	33.3%	46.7%	0.0%
Staff	21	19.4%	87	14.9%	56.3%	27.6%	1.2%
Level of Education							
High School	8	17.4%	38	15.8%	55.3%	28.9%	0.0%
Two-Year College	5	23.8%	16	18.8%	37.5%	37.5%	6.2%
Bachelor's	4	16.0%	21	9.5%	71.4%	19.0%	0.0%
Master's or above	7	20.6%	27	18.5%	44.4%	37.0%	0.0%
Was there a terminal in your library?							
Yes	22	18.3%	98	16.3%	52.0%	30.6%	1.0%
No	2	33.3%	4	0.0%	75.0%	25.0%	0.0%
Did you use the terminal?							
Regularly	10	13.0%	67	19.4%	50.7%	28.4%	1.5%
Occasionally	4	12.5%	28	10.7%	50.0%	39.3%	0.0%
Never	9	56.3%	7	0.0%	85.7%	14.3%	0.0%
Do you have contact with patrons?							
Regularly	18	18.6%	79	13.9%	49.4%	35.4%	1.3%
Occasionally	2	11.8%	15	26.7%	53.3%	20.0%	0.0%
Never	1	20.0%	4	0.0%	100%	0.0%	0.0%

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Item b: It is easier to find which books are owned by other libraries.

For this item, 9 respondents (7.1%) had no opinion. Of those who expressed an opinion (N=117), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
56.4%	43.6%	0.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	9	7.1%	117	56.4%	43.6%	0.0%	0.0%
Type of Library							
Academic	0	0.0%	10	70.0%	30.0%	0.0%	0.0%
Public (0-15,000 pop.)	1	2.5%	39	64.1%	35.9%	0.0%	0.0%
Public (15,000+ pop.)	8	13.1%	53	37.7%	62.3%	0.0%	0.0%
School	0	0.0%	10	90.0%	10.0%	0.0%	0.0%
Special	0	0.0%	5	100%	0.0%	0.0%	0.0%
Position							
Director	0	0.0%	18	77.8%	22.2%	0.0%	0.0%
Staff	9	8.3%	99	52.5%	47.5%	0.0%	0.0%
Level of Education							
High School	5	10.9%	41	31.7%	68.3%	0.0%	0.0%
Two-Year College	1	4.8%	20	45.0%	55.0%	0.0%	0.0%
Bachelor's	2	8.0%	23	73.9%	26.1%	0.0%	0.0%
Master's or above	1	2.9%	33	81.8%	18.2%	0.0%	0.0%
Was there a terminal in your library?							
Yes	7	5.8%	113	56.6%	43.4%	0.0%	0.0%
No	2	33.3%	4	50.0%	50.0%	0.0%	0.0%
Did you use the terminal?							
Regularly	1	1.3%	76	61.2%	36.8%	0.0%	0.0%
Occasionally	2	6.3%	30	53.3%	46.7%	0.0%	0.0%
Never	6	37.5%	10	20.0%	80.0%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	6	6.2%	91	54.5%	45.5%	0.0%	0.0%
Occasionally	1	5.9%	16	56.2%	43.8%	0.0%	0.0%
Never	0	0.0%	5	0.0%	100%	0.0%	0.0%

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Item c: The library has a better catalog than it had before.

For this item, 38 respondents (30.2%) had no opinion. Of those who expressed an opinion (N=88), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
29.5%	48.9%	19.3%	2.3%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	38	30.2%	88	29.5%	48.9%	19.3%	2.3%
Type of Library							
Academic	3	30.0%	7	42.9%	57.1%	0.0%	0.0%
Public (0-15,000 pop.)	9	22.5%	31	35.5%	48.4%	12.9%	3.2%
Public (15,000+ pop.)	26	42.6%	35	8.6%	54.3%	34.3%	2.9%
School	0	0.0%	10	70.0%	20.0%	10.0%	0.0%
Special	0	0.0%	5	40.0%	60.0%	0.0%	0.0%
Position							
Director	2	11.1%	16	50.0%	37.5%	12.5%	0.0%
Staff	36	33.3%	72	25.0%	51.4%	20.8%	2.8%
Level of Education							
High School	14	30.4%	32	12.5%	46.9%	37.5%	3.1%
Two-Year College	5	23.8%	16	31.2%	50.0%	18.8%	0.0%
Bachelor's	7	28.0%	18	38.9%	55.6%	0.0%	5.6%
Master's or above	12	35.3%	22	45.5%	45.5%	9.1%	0.0%
Was there a terminal in your library?							
Yes	35	29.2%	85	30.6%	47.1%	20.0%	2.3%
No	3	50.0%	3	0.0%	100%	0.0%	0.0%
Did you use the terminal?							
Regularly	19	24.7%	58	36.2%	43.1%	19.0%	1.7%
Occasionally	9	28.1%	23	17.4%	52.2%	26.1%	4.3%
Never	9	56.2%	7	14.3%	85.7%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	31	32.0%	66	25.8%	54.5%	16.7%	3.0%
Occasionally	4	23.5%	13	61.5%	23.1%	15.4%	0.0%
Never	1	20.0%	4	0.0%	0.0%	100%	0.0%

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Item d: The cost of operating the library increased.

For this item, 48 respondents (38.1%) had no opinion. Of those who expressed an opinion (N=78), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
28.2%	59.0%	11.5%	1.3%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	48	38.1%	78	28.2%	59.0%	11.5%	1.3%
Type of Library							
Academic	3	30.0%	7	57.1%	28.6%	14.3%	0.0%
Public (0-15,000 pop.)	9	22.5%	31	25.8%	67.7%	6.5%	0.0%
Public (15,000+ pop.)	36	59.0%	25	20.0%	68.0%	12.0%	0.0%
School	0	0.0%	10	40.0%	20.0%	30.0%	10.0%
Special	0	0.0%	5	20.0%	80.0%	0.0%	0.0%
Position							
Director	0	0.0%	18	22.2%	55.6%	22.2%	0.0%
Staff	48	44.4%	60	30.0%	60.0%	8.3%	1.7%
Level of Education							
High School	21	45.7%	25	36.0%	60.0%	4.0%	0.0%
Two-Year College	3	14.3%	18	22.2%	61.1%	11.1%	5.6%
Bachelor's	14	56.0%	11	9.1%	72.7%	18.2%	0.0%
Master's or above	10	29.4%	24	33.3%	50.0%	16.7%	0.0%
Was there a terminal in your library?							
Yes	45	37.5%	75	28.0%	58.7%	12.0%	1.3%
No	3	50.0%	3	33.3%	66.7%	0.0%	0.0%
Did you use the terminal?							
Regularly	20	26.0%	57	28.1%	56.1%	14.0%	1.8%
Occasionally	15	46.9%	17	35.3%	58.8%	5.9%	0.0%
Never	12	75.0%	4	0.0%	100%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	37	38.1%	60	25.0%	65.0%	10.0%	0.0%
Occasionally	5	29.4%	12	41.7%	33.3%	16.7%	8.3%
Never	1	20.0%	4	50.0%	50.0%	0.0%	0.0%

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Item e: More books were borrowed from this library.

For this item, 30 respondents (23.8%) had no opinion. Of those who expressed an opinion (N=96), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
27.1%	62.5%	9.4%	1.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	30	23.8%	96	27.1%	62.5%	9.4%	1.0%
Type of Library							
Academic	0	0.0%	10	80.0%	20.0%	0.0%	0.0%
Public (0-15,000 pop.)	1	2.5%	39	28.2%	61.5%	7.7%	2.6%
Public (15,000+ pop.)	26	42.6%	35	14.3%	74.3%	11.4%	0.0%
School	2	20.0%	8	12.5%	62.5%	25.0%	0.0%
Special	1	20.0%	4	25.0%	75.0%	0.0%	0.0%
Position							
Director	0	0.0%	18	22.2%	66.7%	11.1%	0.0%
Staff	30	27.8%	78	28.2%	61.5%	9.0%	1.3%
Level of Education							
High School	11	23.9%	35	28.6%	62.8%	8.6%	0.0%
Two-Year College	2	9.5%	19	10.5%	68.4%	21.1%	0.0%
Bachelor's	5	20.0%	20	30.0%	65.0%	0.0%	5.0%
Master's or above	12	35.3%	22	36.4%	54.5%	9.1%	0.0%
Was there a terminal in your library?							
Yes	26	21.7%	94	26.6%	62.8%	9.6%	1.0%
No	4	66.7%	2	50.0%	50.0%	0.0%	0.0%
Did you use the terminal?							
Regularly	10	13.0%	67	28.4%	61.2%	10.4%	0.0%
Occasionally	8	25.0%	24	29.2%	58.3%	8.3%	4.2%
Never	11	68.8%	5	0.0%	100%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	21	21.6%	76	25.0%	64.5%	9.2%	1.3%
Occasionally	3	17.6%	14	42.9%	50.0%	7.1%	0.0%
Never	1	20.0%	4	25.0%	75.0%	0.0%	0.0%

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Item f: The library borrowed more books from other libraries.

For this item, 30 respondents (23.8%) had no opinion. Of those who expressed an opinion (N=96), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
37.5%	49.0%	12.5%	1.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	30	23.8%	96	37.5%	49.0%	12.5%	1.0%
Type of Library							
Academic	0	0.0%	10	60.0%	40.0%	0.0%	0.0%
Public (0-15,000 pop.)	1	2.5%	39	25.6%	53.8%	18.0%	2.6%
Public (15,000+ pop.)	28	45.9%	33	27.3%	57.6%	15.1%	0.0%
School	1	10.0%	9	77.8%	22.2%	0.0%	0.0%
Special	0	0.0%	5	80.0%	20.0%	0.0%	0.0%
Position							
Director	0	0.0%	18	50.0%	33.3%	16.7%	0.0%
Staff	30	27.8%	78	34.6%	52.6%	11.5%	1.3%
Level of Education							
High School	15	32.6%	31	22.6%	61.3%	16.1%	0.0%
Two-Year College	2	9.5%	19	26.3%	63.2%	10.5%	0.0%
Bachelor's	5	20.0%	20	40.0%	40.0%	15.0%	5.0%
Master's or above	8	23.5%	26	61.5%	30.8%	7.7%	0.0%
Was there a terminal in your library?							
Yes	27	22.5%	93	37.6%	48.4%	12.9%	1.1%
No	3	50.0%	3	33.3%	66.7%	0.0%	0.0%
Did you use the terminal?							
Regularly	12	15.6%	65	46.2%	41.5%	12.3%	0.0%
Occasionally	7	21.9%	25	24.0%	60.0%	12.0%	4.0%
Never	10	62.5%	6	0.0%	83.3%	16.7%	0.0%
Do you have contact with patrons?							
Regularly	20	20.6%	77	35.1%	49.3%	14.3%	1.3%
Occasionally	3	17.6%	14	50.0%	42.9%	7.1%	0.0%
Never	2	40.0%	3	33.3%	66.7%	0.0%	0.0%

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Item g: The overall quality of library service deteriorated.

For this item, 15 respondents (11.9%) had no opinion. Of those who expressed an opinion (N=111), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
.9%	0.0%	47.7%	51.4%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	15	11.9%	111	.9%	0.0%	47.7%	51.4%
Type of Library							
Academic	0	0.0%	10	0.0%	0.0%	50.0%	50.0%
Public (0-15,000 pop.)	1	2.5%	39	0.0%	0.0%	46.2%	53.8%
Public (15,000+ pop.)	14	23.0%	47	2.1%	0.0%	57.5%	40.4%
School	0	0.0%	10	0.0%	0.0%	20.0%	80.0%
Special	0	0.0%	5	0.0%	0.0%	20.0%	80.0%
Position							
Director	0	0.0%	18	0.0%	0.0%	33.3%	66.7%
Staff	15	13.9%	93	1.1%	0.0%	50.5%	48.4%
Level of Education							
High School	9	19.6%	37	2.7%	0.0%	64.9%	32.4%
Two-Year College	2	9.5%	19	0.0%	0.0%	42.1%	57.9%
Bachelor's	2	8.0%	23	0.0%	0.0%	39.1%	60.9%
Master's or above	2	5.9%	32	0.0%	0.0%	37.5%	62.5%
Was there a terminal in your library?							
Yes	12	10.0%	108	.9%	0.0%	47.2%	51.9%
No	3	50.0%	3	0.0%	0.0%	66.7%	33.3%
Did you use the terminal?							
Regularly	6	7.8%	71	0.0%	0.0%	42.3%	57.7%
Occasionally	1	3.1%	31	3.2%	0.0%	54.8%	41.9%
Never	8	50.0%	8	0.0%	0.0%	62.5%	37.5%
Do you have contact with patrons?							
Regularly	10	10.3%	87	1.2%	0.0%	[illegible]	49.4%
Occasionally	1	5.9%	16	0.0%	0.0%	25.0%	75.0%
Never	2	40.0%	3	0.0%	0.0%	100%	0.0%

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Item h: The library was able to make a more valuable contribution to library service in the Illinois Valley region as a whole.

For this item, 18 respondents (14.3%) had no opinion. Of those who expressed an opinion (N=108), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
32.4%	63.0%	4.6%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	18	14.3%	108	32.4%	63.0%	4.6%	0.0%
Type of Library							
Academic	0	0.0%	10	30.0%	70.0%	0.0%	0.0%
Public (0-15,000 pop.)	1	2.5%	39	43.6%	56.4%	0.0%	0.0%
Public (15,000+ pop.)	17	27.9%	44	20.5%	70.4%	9.1%	0.0%
School	0	0.0%	10	50.0%	40.0%	10.0%	0.0%
Special	0	0.0%	5	20.0%	80.0%	0.0%	0.0%
Position							
Director	0	0.0%	18	38.9%	50.0%	11.1%	0.0%
Staff	18	16.7%	90	31.1%	65.6%	3.3%	0.0%
Level of Education							
High School	11	23.9%	35	20.0%	77.1%	2.9%	0.0%
Two-Year College	2	9.5%	19	31.6%	63.1%	5.3%	0.0%
Bachelor's	3	12.0%	22	45.5%	54.5%	0.0%	0.0%
Master's or above	2	5.9%	32	37.5%	53.1%	9.4%	0.0%
Was there a terminal in your library?							
Yes	16	13.3%	104	33.7%	61.5%	4.8%	0.0%
No	2	33.3%	4	0.0%	100%	0.0%	0.0%
Did you use the terminal?							
Regularly	8	10.4%	69	36.2%	56.5%	7.2%	0.0%
Occasionally	1	3.1%	31	25.9%	74.2%	0.0%	0.0%
Never	9	56.2%	7	28.6%	71.4%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	13	13.4%	84	34.5%	60.7%	4.8%	0.0%
Occasionally	1	5.9%	16	31.2%	62.5%	6.3%	0.0%
Never	2	40.0%	3	0.0%	100%	0.0%	0.0%

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Item 1: New services were available to library patrons.

For this item, 17 respondents (13.5%) had no opinion. Of those who expressed an opinion (N=109), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
22.9%	66.1%	10.1%	.9%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	17	13.5%	109	22.9%	66.1%	10.1%	.9%
Type of Library							
Academic	2	20.0%	8	50.0%	50.0%	0.0%	0.0%
Public (0-15,000 pop.)	3	7.5%	37	24.3%	64.9%	8.1%	2.7%
Public (15,000+ pop.)	12	19.7%	49	10.2%	75.5%	14.3%	0.0%
School	0	0.0%	10	50.0%	50.0%	0.0%	0.0%
Special	0	0.0%	5	40.0%	40.0%	20.0%	0.0%
Position							
Director	0	0.0%	18	38.9%	50.0%	11.1%	0.0%
Staff	17	15.7%	91	19.8%	69.2%	9.9%	1.1%
Level of Education							
High School	9	19.6%	37	13.5%	75.7%	10.8%	0.0%
Two-Year College	2	9.5%	19	21.0%	63.2%	15.8%	0.0%
Bachelor's	3	12.0%	22	31.8%	63.6%	0.0%	4.6%
Master's or above	3	8.8%	31	29.0%	58.1%	12.9%	0.0%
Was there a terminal in your library?							
Yes	16	13.3%	104	24.0%	65.4%	9.6%	1.0%
No	1	16.7%	5	0.0%	80.0%	20.0%	0.0%
Did you use the terminal?							
Regularly	9	11.7%	68	29.4%	60.3%	10.3%	0.0%
Occasionally	2	6.2%	30	16.7%	66.7%	13.3%	3.3%
Never	6	37.5%	10	0.0%	100%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	11	11.3%	86	18.6%	68.6%	11.6%	1.2%
Occasionally	2	11.8%	15	53.3%	40.0%	6.7%	0.0%
Never	2	40.0%	3	0.0%	100%	0.0%	0.0%

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Item j: Patron needs were satisfied more quickly.

For this item, 20 respondents (15.9%) had no opinion. Of those who expressed an opinion (N=106), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
35.8%	57.5%	5.6%	.9%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	20	15.9%	106	35.8%	57.5%	5.6%	.9%
Type of Library							
Academic	0	0.0%	10	60.0%	40.0%	0.0%	0.0%
Public (0-15,000 pop.)	1	2.5%	39	35.9%	51.3%	10.2%	2.6%
Public (15,000+ pop.)	18	29.5%	43	23.3%	72.1%	4.6%	0.0%
School	1	10.0%	9	44.4%	55.6%	0.0%	0.0%
Special	0	0.0%	5	80.0%	20.0%	0.0%	0.0%
Position							
Director	1	5.6%	17	41.2%	52.9%	5.9%	0.0%
Staff	19	17.6%	89	34.9%	58.4%	5.6%	1.1%
Level of Education							
High School	10	21.7%	36	25.0%	66.7%	8.3%	0.0%
Two-Year College	2	9.5%	19	47.4%	42.1%	10.5%	0.0%
Bachelor's	3	12.0%	22	40.9%	54.5%	0.0%	4.6%
Master's or above	5	14.7%	29	37.9%	58.6%	3.5%	0.0%
Was there a terminal in your library?							
Yes	18	15.0%	102	36.3%	56.8%	5.9%	1.0%
No	2	33.3%	4	25.0%	75.0%	0.0%	0.0%
Did you use the terminal?							
Regularly	9	11.7%	68	39.7%	55.9%	4.4%	0.0%
Occasionally	4	12.5%	28	32.1%	53.6%	10.7%	3.6%
Never	7	43.8%	9	22.2%	77.8%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	14	14.4%	83	37.3%	55.4%	6.0%	1.2%
Occasionally	2	11.8%	15	40.0%	53.3%	6.7%	0.0%
Never	2	40.0%	3	0.0%	100%	0.0%	0.0%

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Item k: Computers have no value in library applications.

For this item, 9 respondents (7.1%) had no opinion. Of those who expressed an opinion (N=117), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	.8%	41.9%	57.3%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	9	7.1%	117	0.0%	.8%	41.9%	57.3%
Type of Library							
Academic	0	0.0%	10	0.0%	0.0%	30.0%	70.0%
Public (0-15,000 pop.)	3	7.5%	37	0.0%	0.0%	40.5%	59.5%
Public (15,000+ pop.)	5	8.2%	56	0.0%	1.8%	50.0%	48.2%
School	1	10.0%	9	0.0%	0.0%	22.2%	77.8%
Special	0	0.0%	5	0.0%	0.0%	20.0%	80.0%
Position							
Director	1	5.6%	17	0.0%	0.0%	29.4%	70.6%
Staff	8	7.4%	100	0.0%	1.0%	44.0%	55.0%
Level of Education							
High School	5	10.9%	41	0.0%	2.4%	58.5%	39.0%
Two-Year College	2	9.5%	19	0.0%	0.0%	47.4%	52.6%
Bachelor's	1	4.0%	24	0.0%	0.0%	37.5%	62.5%
Master's or above	1	2.9%	33	0.0%	0.0%	21.2%	78.8%
Was there a terminal in your library?							
Yes	8	6.7%	112	0.0%	.9%	41.1%	58.0%
No	1	16.7%	5	0.0%	0.0%	60.0%	40.0%
Did you use the terminal?							
Regularly	1	1.3%	76	0.0%	1.3%	34.2%	64.5%
Occasionally	2	6.2%	30	0.0%	0.0%	53.3%	46.7%
Never	6	37.5%	10	0.0%	0.0%	60.0%	40.0%
Do you have contact with patrons?							
Regularly	7	7.2%	90	0.0%	1.1%	40.0%	58.9%
Occasionally	0	0.0%	17	0.0%	0.0%	29.4%	70.6%
Never	0	0.0%	5	0.0%	0.0%	100%	0.0%

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Item 1: I would rather use a card catalog than a computer terminal.

For this item, 36 respondents (28.6%) had no opinion. Of those who expressed an opinion (N=90), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
1.1%	24.4%	56.7%	17.8%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	36	28.6%	90	1.1%	24.4%	56.7%	17.8%
Type of Library							
Academic	3	30.0%	7	0.0%	14.3%	28.6%	57.1%
Public (0-15,000 pop.)	16	40.0%	24	0.0%	41.7%	50.0%	8.3%
Public (15,000+ pop.)	14	23.0%	47	2.1%	21.7%	61.7%	14.9%
School	1	10.0%	9	0.0%	11.1%	77.8%	11.1%
Special	2	40.0%	3	0.0%	0.0%	33.3%	66.7%
Position							
Director	1	5.6%	17	0.0%	23.5%	70.6%	5.9%
Staff	35	32.4%	73	1.4%	24.7%	53.4%	20.5%
Level of Education							
High School	11	23.9%	35	2.9%	34.3%	45.7%	17.1%
Two-Year College	5	23.8%	16	0.0%	18.8%	62.5%	18.9%
Bachelor's	8	32.0%	17	0.0%	17.6%	64.7%	17.6%
Master's or above	12	35.3%	22	0.0%	18.2%	63.6%	18.2%
Was there a terminal in your library?							
Yes	33	27.5%	87	1.2%	24.1%	56.3%	18.4%
No	3	50.0%	3	0.0%	33.3%	66.7%	0.0%
Did you use the terminal?							
Regularly	17	22.1%	60	1.7%	18.3%	58.3%	21.7%
Occasionally	11	34.4%	21	0.0%	28.6%	57.1%	14.3%
Never	7	43.8%	9	0.0%	55.6%	44.4%	0.0%
Do you have contact with patrons?							
Regularly	26	26.8%	71	0.0%	29.6%	50.7%	19.7%
Occasionally	5	29.4%	12	0.0%	0.0%	83.3%	16.7%
Never	2	40.0%	3	0.0%	33.3%	66.7%	0.0%

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Item m: The delay from the time a new book is received to the time it is available to patrons increased.

For this item, 32 respondents (25.4%) had no opinion. Of those who expressed an opinion (N=94), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
1.0%	24.5%	47.9%	26.6%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	32	25.4%	94	1.0%	24.5%	47.9%	26.6%
Type of Library							
Academic	2	20.0%	8	0.0%	0.0%	50.0%	50.0%
Public (0-15,000 pop.)	5	12.5%	35	2.9%	25.7%	57.1%	14.3%
Public (15,000+ pop.)	24	39.3%	37	0.0%	27.0%	51.4%	21.6%
School	0	0.0%	10	0.0%	30.0%	0.0%	70.0%
Special	1	20.0%	4	0.0%	25.0%	50.0%	25.0%
Position							
Director	1	5.6%	17	5.9%	17.6%	41.2%	35.3%
Staff	31	28.7%	77	0.0%	26.0%	49.3%	24.7%
Level of Education							
High School	15	32.6%	31	3.2%	32.3%	51.6%	12.9%
Two-Year College	3	14.2%	18	0.0%	16.7%	50.0%	33.3%
Bachelor's	7	28.0%	18	0.0%	27.8%	44.4%	27.8%
Master's or above	7	20.6%	27	0.0%	18.5%	44.5%	37.0%
Was there a terminal in your library?							
Yes	28	33.3%	92	1.1%	23.9%	47.8%	27.2%
No	4	66.7%	2	0.0%	50.0%	50.0%	0.0%
Did you use the terminal?							
Regularly	15	19.5%	62	1.6%	22.6%	46.8%	29.0%
Occasionally	4	12.5%	28	0.0%	28.6%	46.4%	25.0%
Never	12	75.0%	4	0.0%	25.0%	75.0%	0.0%
Do you have contact with patrons?							
Regularly	25	25.8%	72	1.4%	25.0%	54.2%	19.4%
Occasionally	2	11.8%	15	0.0%	13.3%	26.7%	60.0%
Never	1	20.0%	4	0.0%	50.0%	50.0%	0.0%

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Item n: Libraries in the Illinois Valley Library System will better coordinate their selection of new books.

For this item, 52 respondents (41.3%) had no opinion. Of those who expressed an opinion (N=74), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
13.5%	66.2%	20.3%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	52	41.3%	74	13.5%	66.2%	20.3%	0.0%
Type of Library							
Academic	5	50.0%	5	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	14	35.0%	26	23.1%	53.8%	23.1%	0.0%
Public (15,000+ pop.)	27	44.3%	34	8.8%	64.7%	26.5%	0.0%
School	5	50.0%	5	20.0%	80.0%	0.0%	0.0%
Special	1	20.0%	4	0.0%	100%	0.0%	0.0%
Position							
Director	5	27.8%	13	7.7%	61.5%	30.8%	0.0%
Staff	47	43.5%	61	14.8%	67.2%	18.0%	0.0%
Level of Education							
High School	20	43.5%	26	15.4%	69.2%	15.4%	0.0%
Two-Year College	6	28.6%	15	6.7%	73.3%	20.0%	0.0%
Bachelor's	9	36.0%	16	25.0%	62.5%	12.5%	0.0%
Master's or above	17	50.0%	17	5.9%	58.8%	35.3%	0.0%
Was there a terminal in your library?							
Yes	50	41.7%	70	14.3%	65.7%	20.0%	0.0%
No	2	33.3%	4	0.0%	75.0%	25.0%	0.0%
Did you use the terminal?							
Regularly	32	41.6%	45	13.3%	64.5%	22.2%	0.0%
Occasionally	11	34.4%	21	14.3%	66.7%	19.0%	0.0%
Never	8	50.0%	8	12.5%	75.0%	12.5%	0.0%
Do you have contact with patrons?							
Regularly	41	42.3%	56	14.3%	64.3%	21.4%	0.0%
Occasionally	4	23.5%	13	15.4%	76.9%	7.7%	0.0%
Never	4	80.0%	1	0.0%	0.0%	100%	0.0%

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Item o: Availability of books in the library declined because the collection was used more by patrons of other libraries.

For this item, 32 respondents (25.4%) had no opinion. Of those who expressed an opinion (N=94), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
1.1%	14.9%	70.2%	13.8%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	32	25.4%	94	1.1%	14.9%	70.2%	13.8%
Type of Library							
Academic	0	0.0%	10	0.0%	40.0%	60.0%	0.0%
Public (0-15,000 pop.)	7	17.5%	33	0.0%	12.1%	75.8%	12.1%
Public (15,000+ pop.)	25	41.0%	36	2.8%	16.7%	69.4%	11.1%
School	0	0.0%	10	0.0%	0.0%	50.0%	50.0%
Special	0	0.0%	5	0.0%	0.0%	100%	0.0%
Position							
Director	0	0.0%	18	0.0%	5.6%	72.2%	22.2%
Staff	32	29.6%	76	1.3%	17.1%	69.7%	11.9%
Level of Education							
High School	14	30.4%	32	3.1%	21.9%	59.4%	15.6%
Two-Year College	4	19.0%	17	0.0%	5.9%	82.3%	11.8%
Bachelor's	7	28.0%	18	0.0%	5.6%	83.3%	11.1%
Master's or above	7	20.6%	27	0.0%	18.5%	66.7%	14.8%
Was there a terminal in your library?							
Yes	29	24.2%	91	1.1%	14.3%	70.3%	14.3%
No	3	50.0%	3	0.0%	33.3%	66.7%	0.0%
Did you use the terminal?							
Regularly	13	16.9%	64	1.6%	15.6%	68.7%	14.1%
Occasionally	8	25.0%	24	0.0%	12.5%	70.8%	16.7%
Never	11	68.8%	5	0.0%	20.0%	80.0%	0.0%
Do you have contact with patrons?							
Regularly	23	23.7%	74	0.0%	12.2%	74.3%	13.5%
Occasionally	2	11.8%	15	0.0%	20.0%	60.0%	20.0%
Never	3	60.0%	2	50.0%	50.0%	0.0%	0.0%

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Item p: Automation was a dehumanizing influence in the library.

For this item, 14 respondents (11.1%) had no opinion. Of those who expressed an opinion (N=112), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
1.8%	6.3%	58.9%	33.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	14	11.1%	112	1.8%	6.3%	58.9%	33.0%
Type of Library							
Academic	0	0.0%	10	0.0%	30.0%	50.0%	20.0%
Public (0-15,000 pop.)	4	10.0%	36	0.0%	5.6%	58.3%	36.1%
Public (15,000+ pop.)	9	14.8%	52	1.9%	3.9%	69.2%	25.0%
School	1	10.0%	9	0.0%	0.0%	22.2%	77.8%
Special	0	0.0%	5	20.0%	0.0%	40.0%	40.0%
Position							
Director	0	0.0%	18	5.6%	5.6%	50.0%	38.9%
Staff	14	12.9%	94	1.1%	6.4%	60.6%	31.9%
Level of Education							
High School	10	21.7%	36	0.0%	8.3%	72.2%	19.5%
Two-Year College	1	4.8%	20	5.0%	5.0%	55.0%	35.0%
Bachelor's	2	8.0%	23	4.4%	8.7%	47.8%	39.1%
Master's or above	1	2.9%	33	0.0%	3.0%	54.6%	42.4%
Was there a terminal in your library?							
Yes	13	10.8%	107	0.0%	5.6%	59.8%	34.6%
No	1	16.7%	5	40.0%	20.0%	40.0%	0.0%
Did you use the terminal?							
Regularly	4	5.2%	73	0.0%	6.8%	54.8%	38.4%
Occasionally	3	9.4%	29	3.4%	3.4%	72.4%	20.7%
Never	7	43.8%	9	11.1%	11.1%	44.5%	33.3%
Do you have contact with patrons?							
Regularly	10	10.3%	87	2.3%	4.6%	57.5%	35.6%
Occasionally	2	11.8%	15	0.0%	13.3%	53.4%	33.3%
Never	0	0.0%	5	0.0%	20.0%	80.0%	0.0%

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Item q: This library should not make its materials available outside Illinois.

For this item, 19 respondents (15.1%) had no opinion. Of those who expressed an opinion (N=107), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
.9%	6.5%	63.6%	29.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	19	15.1%	107	.9%	6.5%	63.6%	29.0%
Type of Library							
Academic	0	0.0%	10	0.0%	0.0%	80.0%	20.0%
Public (0-15,000 pop.)	4	10.0%	36	0.0%	5.5%	63.9%	30.6%
Public (15,000+ pop.)	12	19.7%	49	2.0%	10.2%	67.4%	20.4%
School	3	30.0%	7	0.0%	0.0%	28.6%	71.4%
Special	0	0.0%	5	0.0%	0.0%	40.0%	60.0%
Position							
Director	1	5.6%	17	0.0%	5.9%	58.8%	35.3%
Staff	18	16.7%	90	1.1%	6.7%	64.4%	27.8%
Level of Education							
High School	12	26.1%	34	2.9%	5.9%	7.6%	20.6%
Two-Year College	3	14.3%	18	0.0%	0.0%	83.3%	16.7%
Bachelor's	2	8.0%	23	0.0%	17.4%	47.8%	34.8%
Master's or above	2	5.9%	32	0.0%	3.1%	56.3%	40.6%
Was there a terminal in your library?							
Yes	18	15.0%	102	1.0%	5.9%	63.7%	29.4%
No	1	16.7%	5	0.0%	20.0%	60.0%	20.0%
Did you use the terminal?							
Regularly	7	9.1%	70	1.4%	2.9%	64.3%	31.4%
Occasionally	6	18.8%	26	0.0%	15.4%	50.0%	34.6%
Never	6	37.5%	10	0.0%	10.0%	90.0%	0.0%
Do you have contact with patrons?							
Regularly	11	11.3%	86	0.0%	5.8%	65.1%	29.1%
Occasionally	1	5.9%	16	0.0%	6.2%	62.5%	31.3%
Never	3	60.0%	2	50.0%	50.0%	0.0%	0.0%

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Item r: Using the computer has increased my satisfaction with my job.

For this item, 40 respondents (31.7%) had no opinion. Of those who expressed an opinion (N=86), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
30.2%	58.1%	10.5%	1.2%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	40	31.7%	86	30.2%	58.1%	10.5%	1.2%
Type of Library							
Academic	2	20.0%	8	50.0%	50.0%	0.0%	0.0%
Public (0-15,000 pop.)	8	20.0%	32	21.9%	65.6%	9.4%	3.1%
Public (15,000+ pop.)	28	45.9%	33	24.2%	57.6%	18.2%	0.0%
School	1	10.0%	9	55.6%	44.4%	0.0%	0.0%
Special	1	20.0%	4	50.0%	50.0%	0.0%	0.0%
Position							
Director	1	5.6%	17	17.6%	64.7%	17.6%	0.0%
Staff	39	36.1%	69	33.3%	56.5%	8.7%	1.5%
Level of Education							
High School	19	41.3%	27	22.2%	63.0%	14.8%	0.0%
Two-Year College	3	14.3%	18	27.8%	61.1%	11.1%	0.0%
Bachelor's	9	36.0%	16	37.5%	56.3%	0.0%	6.2%
Master's or above	9	26.5%	25	36.0%	52.0%	12.0%	0.0%
Was there a terminal in your library?							
Yes	35	29.2%	85	30.6%	57.6%	10.6%	1.2%
No	5	83.3%	1	0.0%	100%	0.0%	0.0%
Did you use the terminal?							
Regularly	8	10.4%	69	31.9%	58.0%	10.1%	0.0%
Occasionally	17	53.1%	15	26.6%	60.0%	6.7%	6.7%
Never	14	87.5%	2	0.0%	50.0%	50.0%	0.0%
Do you have contact with patrons?							
Regularly	32	33.0%	65	29.2%	58.5%	10.8%	1.5%
Occasionally	3	17.6%	14	42.9%	57.1%	0.0%	0.0%
Never	1	20.0%	4	0.0%	50.0%	50.0%	0.0%

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Item s: I would rather use the old IVLS system for interlibrary loan than the OCLC system.

For this item, 42 respondents (33.3%) had no opinion. Of those who expressed an opinion (N=84), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
3.6%	13.1%	46.4%	36.9%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	42	33.3%	84	3.6%	13.1%	46.4%	36.9%
Type of Library							
Academic	0	0.0%	10	10.0%	10.0%	30.0%	50.0%
Public (0-15,000 pop.)	10	25.0%	30	6.7%	20.0%	50.0%	23.3%
Public (15,000+ pop.)	31	50.8%	30	0.0%	13.3%	56.7%	30.0%
School	1	10.0%	9	0.0%	0.0%	33.3%	66.7%
Special	0	0.0%	5	0.0%	0.0%	20.0%	80.0%
Position							
Director	0	0.0%	18	5.6%	22.2%	38.9%	33.3%
Staff	42	38.9%	66	3.0%	10.6%	48.5%	37.9%
Level of Education							
High School	26	56.5%	20	0.0%	30.0%	50.0%	20.0%
Two-Year College	7	33.3%	14	7.1%	14.3%	35.7%	42.9%
Bachelor's	4	16.0%	21	4.8%	9.5%	61.9%	23.8%
Master's or above	5	14.7%	29	3.4%	3.4%	37.9%	55.1%
Was there a terminal in your library?							
Yes	39	32.5%	81	3.7%	12.4%	46.9%	37.0%
No	3	50.0%	3	0.0%	33.3%	33.3%	33.3%
Did you use the terminal?							
Regularly	19	24.7%	58	3.4%	13.8%	39.7%	43.1%
Occasionally	12	37.5%	20	5.0%	10.0%	65.0%	20.0%
Never	11	68.8%	5	0.0%	20.0%	40.0%	40.0%
Do you have contact with patrons?							
Regularly	30	30.9%	67	4.5%	13.4%	46.3%	35.8%
Occasionally	4	23.5%	13	0.0%	15.4%	38.5%	46.1%
Never	4	80.0%	1	0.0%	0.0%	100%	0.0%

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Item t: Information from the terminal was helpful in my work.

For this item, 23 respondents (18.3%) had no opinion. Of those who expressed an opinion (N=103), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
28.1%	67.0%	3.9%	1.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	23	18.3%	103	28.1%	67.0%	3.9%	1.0%
Type of Library							
Academic	0	0.0%	10	50.0%	50.0%	0.0%	0.0%
Public (0-15,000 pop.)	5	12.5%	35	28.6%	62.9%	5.7%	2.8%
Public (15,000+ pop.)	17	27.9%	44	13.6%	81.8%	4.5%	0.0%
School	1	10.0%	9	55.6%	44.4%	0.0%	0.0%
Special	0	0.0%	5	60.0%	40.0%	0.0%	0.0%
Position							
Director	0	0.0%	18	38.9%	61.1%	0.0%	0.0%
Staff	23	21.3%	85	25.9%	68.2%	4.7%	1.2%
Level of Education							
High School	15	32.6%	31	16.1%	80.7%	3.2%	0.0%
Two-Year College	2	9.5%	19	31.6%	63.[illegible]%	5.3%	0.0%
Bachelor's	5	20.0%	20	30.0%	60.0%	5.0%	5.0%
Master's or above	1	2.9%	33	36.4%	60.6%	3.0%	0.0%
Was there a terminal in your library?							
Yes	20	16.7%	100	29.0%	67.0%	3.0%	1.0%
No	3	50.0%	3	0.0%	66.7%	33.3%	0.0%
Did you use the terminal?							
Regularly	5	6.5%	72	34.7%	63.9%	1.4%	0.0%
Occasionally	7	21.9%	25	16.0%	76.0%	4.0%	4.0%
Never	11	68.8%	5	0.0%	80.0%	20.0%	0.0%
Do you have contact with patrons?							
Regularly	17	17.5%	80	21.2%	73.8%	3.8%	1.2%
Occasionally	2	11.8%	15	66.7%	26.7%	6.7%	0.0%
Never	0	0.0%	5	0.0%	100%	0.0%	0.0%

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Item u: This library should not borrow materials from out-of-state.

For this item, 18 respondents (14.3%) had no opinion. Of those who expressed an opinion (N=108), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	5.6%	59.3%	35.2%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	18	14.3%	108	0.0%	5.6%	59.3%	35.2%
Type of Library							
Academic	1	10.0%	9	0.0%	0.0%	44.4%	55.6%
Public (0-15,000 pop.)	5	12.5%	35	0.0%	5.7%	71.4%	22.9%
Public (15,000+ pop.)	10	16.4%	51	0.0%	7.9%	58.8%	33.3%
School	2	20.0%	8	0.0%	0.0%	50.0%	50.0%
Special	0	0.0%	5	0.0%	0.0%	20.0%	80.0%
Position							
Director	1	5.6%	17	0.0%	0.0%	70.6%	29.4%
Staff	17	15.7%	91	0.0%	6.6%	57.1%	36.3%
Level of Education							
High School	9	19.6%	37	0.0%	10.8%	64.9%	24.3%
Two-Year College	5	23.8%	16	0.0%	0.0%	87.5%	12.5%
Bachelor's	4	16.0%	21	0.0%	9.5%	47.6%	42.9%
Master's or above	0	0.0%	34	0.0%	0.0%	47.1%	52.9%
Was there a terminal in your library?							
Yes	17	14.3%	103	0.0%	4.9%	59.2%	35.9%
No	1	16.7%	5	0.0%	20.0%	60.0%	20.0%
Did you use the terminal?							
Regularly	7	9.1%	70	0.0%	4.3%	58.6%	37.1%
Occasionally	5	15.6%	27	0.0%	7.4%	55.6%	37.0%
Never	6	37.5%	10	0.0%	10.0%	70.0%	20.0%
Do you have contact with patrons?							
Regularly	10	10.3%	87	0.0%	3.5%	60.9%	35.6%
Occasionally	2	11.8%	15	0.0%	6.7%	46.7%	46.7%
Never	2	40.0%	3	0.0%	66.7%	33.3%	0.0%

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Item v: Aside from its cataloging and ILL use, OCLC is valuable for answering reference questions.

For this item, 55 respondents (43.7%) had no opinion. Of those who expressed an opinion (N=71), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
12.7%	60.6%	19.7%	7.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	55	43.7%	71	12.7%	60.6%	19.7%	7.0%
Type of Library							
Academic	4	40.0%	6	50.0%	33.3%	16.7%	0.0%
Public (0-15,000 pop.)	14	35.0%	26	3.8%	61.5%	30.8%	3.8%
Public (15,000+ pop.)	35	57.4%	26	7.7%	65.4%	15.4%	11.5%
School	2	20.0%	8	0.0%	87.5%	0.0%	12.5%
Special	0	0.0%	5	60.0%	20.0%	20.0%	0.0%
Position							
Director	3	16.7%	15	0.0%	73.3%	20.0%	6.7%
Staff	52	48.1%	56	16.1%	57.2%	19.6%	7.1%
Level of Education							
High School	26	56.5%	20	5.0%	55.0%	30.0%	10.0%
Two-Year College	9	42.9%	12	0.0%	75.0%	25.0%	0.0%
Bachelor's	9	36.0%	16	18.8%	43.8%	31.2%	6.2%
Master's or above	11	32.4%	23	21.7%	69.6%	0.0%	8.7%
Was there a terminal in your library?							
Yes	51	42.5%	69	11.6%	62.3%	18.8%	7.3%
No	4	66.7%	2	50.0%	0.0%	50.0%	0.0%
Did you use the terminal?							
Regularly	28	36.4%	49	14.3%	59.2%	20.4%	6.1%
Occasionally	14	43.8%	18	11.1%	55.6%	22.2%	11.1%
Never	12	75.0%	4	0.0%	100%	0.0%	0.0%
Do you have contact with patrons?							
Regularly	40	41.2%	57	15.8%	56.1%	21.1%	7.0%
Occasionally	10	58.8%	7	0.0%	85.7%	0.0%	14.3%
Never	2	40.0%	3	0.0%	33.3%	66.7%	0.0%

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Item w: The computerized system was too complex to learn in the time we had available.

For this item, 20 respondents (15.9%) had no opinion. Of those who expressed an opinion (N=106), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
.9%	7.6%	63.2%	28.3%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	20	15.9%	106	.9%	7.6%	63.2%	28.3%
Type of Library							
Academic	0	0.0%	10	0.0%	0.0%	60.0%	40.0%
Public (0-15,000 pop.)	5	12.5%	35	0.0%	5.7%	62.9%	31.4%
Public (15,000+ pop.)	13	21.3%	48	0.0%	12.5%	64.6%	22.9%
School	2	20.0%	8	12.5%	0.0%	50.0%	37.5%
Special	0	0.0%	5	0.0%	0.0%	80.0%	20.0%
Position							
Director	2	11.1%	16	0.0%	6.2%	68.8%	25.0%
Staff	18	16.7%	90	1.1%	7.8%	62.2%	28.9%
Level of Education							
High School	11	23.9%	35	0.0%	11.4%	60.0%	28.6%
Two-Year College	1	4.8%	20	0.0%	10.0%	75.0%	15.0%
Bachelor's	6	24.0%	19	0.0%	5.3%	52.6%	42.1%
Master's or above	2	5.9%	32	3.1%	3.1%	65.6%	28.1%
Was there a terminal in your library?							
Yes	17	14.2%	103	1.0%	6.8%	63.1%	29.1%
No	3	50.0%	3	0.0%	33.3%	66.7%	0.0%
Did you use the terminal?							
Regularly	3	3.9%	74	1.3%	4.1%	59.5%	35.1%
Occasionally	7	21.9%	25	0.0%	8.0%	76.0%	16.0%
Never	10	62.5%	6	0.0%	50.0%	50.0%	0.0%
Do you have contact with patrons?							
Regularly	15	15.5%	82	0.0%	9.7%	59.8%	30.5%
Occasionally	1	5.9%	16	6.2%	0.0%	75.0%	18.8%
Never	0	0.0%	5	0.0%	0.0%	100%	0.0%

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Item x: Money would be better spent on buying more books than on automation projects of this kind.

For this item, 26 respondents (20.6%) had no opinion. Of those who expressed an opinion (N=100), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
2.0%	9.0%	59.0%	30.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	26	20.6%	100	2.0%	9.0%	59.0%	30.0%
Type of Library							
Academic	0	0.0%	10	0.0%	0.0%	60.0%	40.0%
Public (0-15,000 pop.)	9	22.5%	31	3.2%	9.7%	67.7%	19.4%
Public (15,000+ pop.)	17	27.9%	44	2.3%	13.6%	61.4%	22.7%
School	0	0.0%	10	0.0%	0.0%	30.0%	70.0%
Special	0	0.0%	5	0.0%	0.0%	40.0%	60.0%
Position							
Director	2	11.1%	16	0.0%	6.2%	62.5%	31.3%
Staff	24	22.2%	84	2.4%	9.5%	58.3%	29.8%
Level of Education							
High School	17	37.0%	29	3.5%	13.8%	58.6%	24.1%
Two-Year College	1	4.8%	20	0.0%	10.0%	70.0%	20.0%
Bachelor's	4	16.0%	21	4.8%	4.8%	66.7%	23.8%
Master's or above	4	11.8%	30	0.0%	6.7%	46.7%	46.7%
Was there a terminal in your library?							
Yes	25	20.8%	95	2.1%	8.4%	57.9%	31.6%
No	1	16.7%	5	0.0%	20.0%	80.0%	0.0%
Did you use the terminal?							
Regularly	11	14.3%	66	1.5%	6.0%	56.1%	36.4%
Occasionally	7	21.9%	25	4.0%	12.0%	64.0%	20.0%
Never	7	43.8%	9	0.0%	22.2%	66.7%	11.1%
Do you have contact with patrons?							
Regularly	18	18.6%	79	1.3%	8.9%	64.5%	25.3%
Occasionally	3	17.6%	14	0.0%	7.1%	35.7%	57.1%
Never	2	40.0%	3	33.3%	33.3%	33.3%	0.0%

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Item y: Automation is too expensive for this library.

For this item, 43 respondents (34.1%) had no opinion. Of those who expressed an opinion (N=83), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
4.8%	22.9%	49.4%	22.9%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	43	34.1%	83	4.8%	22.9%	49.4%	22.9%
Type of Library							
Academic	0	0.0%	10	0.0%	0.0%	60.0%	40.0%
Public (0-15,000 pop.)	12	30.0%	28	14.3%	32.1%	42.9%	10.7%
Public (15,000+ pop.)	28	45.9%	33	0.0%	30.3%	51.5%	18.2%
School	2	20.0%	8	0.0%	0.0%	50.0%	50.0%
Special	1	20.0%	4	0.0%	0.0%	50.0%	50.0%
Position							
Director	3	16.7%	15	6.7%	33.3%	46.7%	13.3%
Staff	40	37.0%	68	4.4%	20.6%	50.0%	25.0%
Level of Education							
High School	22	47.8%	24	12.5%	33.3%	45.9%	8.3%
Two-Year College	5	23.8%	16	0.0%	31.2%	43.8%	25.0%
Bachelor's	11	44.0%	14	7.1%	7.1%	42.9%	42.9%
Master's or above	5	14.7%	29	0.0%	17.2%	58.6%	24.1%
Was there a terminal in your library?							
Yes	40	33.3%	80	5.0%	22.5%	48.8%	23.7%
No	3	50.0%	3	0.0%	33.3%	66.7%	0.0%
Did you use the terminal?							
Regularly	15	19.5%	62	4.8%	22.6%	46.8%	25.8%
Occasionally	14	43.8%	18	5.5%	22.2%	55.6%	16.7%
Never	13	81.2%	3	0.0%	33.3%	66.7%	0.0%
Do you have contact with patrons?							
Regularly	32	33.0%	65	6.1%	23.1%	47.7%	23.1%
Occasionally	6	35.3%	11	0.0%	9.1%	63.6%	27.3%
Never	2	40.0%	3	0.0%	100%	0.0%	0.0%

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Item z: Using OCLC has helped me feel that other forms of automation might be appropriate in this library.

For this item, 40 respondents (31.7%) had no opinion. Of those who expressed an opinion (N=86), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
19.8%	76.7%	3.5%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	40	31.7%	86	19.8%	76.7%	3.5%	0.0%
Type of Library							
Academic	0	0.0%	10	40.0%	60.0%	0.0%	0.0%
Public (0-15,000 pop.)	15	37.5%	25	16.0%	80.0%	4.0%	0.0%
Public (15,000+ pop.)	22	36.1%	39	20.5%	74.4%	5.1%	0.0%
School	3	30.0%	7	0.0%	100%	0.0%	0.0%
Special	0	0.0%	5	20.0%	80.0%	0.0%	0.0%
Position							
Director	5	27.8%	13	7.7%	92.3%	0.0%	0.0%
Staff	35	32.4%	73	21.9%	74.0%	4.1%	0.0%
Level of Education							
High School	25	54.3%	21	19.1%	71.4%	9.5%	0.0%
Two-Year College	6	28.6%	15	20.0%	73.3%	6.7%	0.0%
Bachelor's	4	16.0%	21	28.6%	71.4%	0.0%	0.0%
Master's or above	5	14.7%	29	13.8%	86.2%	0.0%	0.0%
Was there a terminal in your library?							
Yes	36	30.0%	84	19.0%	77.4%	3.6%	0.0%
No	4	66.7%	2	50.0%	50.0%	0.0%	0.0%
Did you use the terminal?							
Regularly	21	27.3%	56	21.4%	78.6%	0.0%	0.0%
Occasionally	7	21.9%	25	16.0%	76.0%	8.0%	0.0%
Never	11	68.8%	5	20.0%	60.0%	20.0%	0.0%
Do you have contact with patrons?							
Regularly	26	26.8%	71	22.5%	73.3%	4.2%	0.0%
Occasionally	5	29.4%	12	8.3%	91.7%	0.0%	0.0%
Never	4	80.0%	1	0.0%	100%	0.0%	0.0%

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End-Project Staff Attitude Survey
General Comments From the End of the Survey Form

Directors

It opened up a new source of immediate information, and made our assistance and ties with other libraries much more real. It was a neat growth experience, and the board as well as those of us on staff who used the OCLC terminal feel badly that our financial situation prevents us from continuing.

Congratulations! Well done!

Staff

The Circulation Department did not have much to do with OCLC, except as regards the retrospective conversion. But even that limited experience was valuable because all of my staff were able to familiarize themselves with the terminal and keyboard and such, which means they will welcome DataPhase more eagerly and without as many qualms/fears.

Also, many of them stopped at the public access terminal and, at least in the beginning, 2 or 3 patrons would gather to watch, ask questions, and learn, themselves, to operate the search procedures. Thus, the patrons learned and my staff felt good about using the terminal.

I am very pleased that IVLS has participated in this project which is obviously a strong trend in libraries of the future. Our patrons are impressed with the opportunity to verify and borrow books in this manner and believe our quality of service has increased. Thank you.

I truly enjoy having the OCLC terminal in our library. I look forward to our computerized check out system.

I think it's (OCLC) great and makes interlibrary loan faster and better for our patrons.

I was really astonished at how many of our patrons really used it to search and not just from curiosity - and how well they mastered the system. I had really thought that it would be mostly children trying it out.

Cataloging of new materials has been vastly speeded up and simplified.

I felt that the addition of the OCLC terminal to our library was of tremendous help in performing my duties. The speed and accuracy with which I could accomplish my job especially in ILL was very helpful.

It will be very difficult to have to do without the terminal now that the project is over.

For the ILL, service for patrons has been a whole lot quicker than in the past. ILL requests increased tremendously because of the materials being available and delivered in good time.

For the cataloging, I find no books sit on shelves for a long period of time. They can be cataloged much quicker & easier. Less steps in process for the cataloging procedure. I was very much impressed.

Very helpful in title verification. The system is a good deal more dependable than it was a year ago.

Glad we were able to participate - Wish we had been a part of the project from the beginning.

There seemed to be lots of busy work such as recording statistics and timing operations which become tedious at times. Am eager to read the follow-up reports on these surveys But the info. and services available via OCLC are invaluable. Some of our patrons delighted in learning how the system works and were enthusiastic about using it as well as appreciative of its interlibrary loan outreach. I can no longer imagine the days of yore when we typed and xeroxed catalog cards! Even when the system is down a day or 2, that inconvenience is outweighed by the many time-saving advantages!

I feel very lucky to have worked in this library system with the project. The staff was very helpful throughout. I don't know how we ever got along without OCLC!

Yes, I'm ambivalent. Most of the questions cannot be answered in black and white terms. While I do think that automation in the library is inevitable, I don't think that the vendor will necessarily have to be OCLC. There is a delicate balance of cost, patron needs and staff acceptance that must be considered in the decision to use the system.

Considering the size and circulation of this library, I feel that automation is necessary. Maybe not in the pace of fast speed we have been striving for but I do realize - "time is money." I'm confident when the project is finished and the terminals are available to our patrons, I'll feel the "RUSH" was all worth it.

In the long run, I feel this experiment will be very useful and free some staff time for more direct help for patrons. We are able to give faster service to patrons requests, however, the processing time for new books seems to be much slower.

I understand "down time" was a tremendous problem for my co-workers who did use the terminal. It was a great help when useable - but it was often undependable because of technical problems.

We had the terminal during the computer move in Columbus and experienced a lot of down time and tech problems. I hope the system becomes more reliable.

Public access terminals were used before holdings of local libraries entered so it was not effective for patron usage.

APPENDIX D

MID-PROJECT GOVERNING AUTHORITY WRITTEN ATTITUDE SURVEY RESPONSES

This survey was distributed to members of governing boards of public libraries and to administrators of non-public libraries before the mid-Project interviews were done, in February of 1982. Seventy-nine surveys were returned.

The next four pages are a copy of the survey form as it was distributed. That is followed by the distribution of respondents by independent variables and by an item-by-item report of responses to the attitude statements.

To present this report, the number of "no opinion" responses and the percent of the total respondents who gave these responses is given first. These respondents are then removed from the total and each of the other responses is reported as a percentage of the remaining respondents, that is, of the group which did express an opinion.

ILLINOIS VALLEY LIBRARY SYSTEM

Automation Project

Attitude Survey
Governing Authority

The Illinois Valley Library System, of which your library is a member, is now experimenting with the application of computer technology to library activities. In this experiment, your library has become a member of a nationwide network known as OCLC.

In essence, this means that your library staff uses a terminal connected, through telephone lines, to the OCLC computer in Columbus, Ohio. This terminal may affect your library in several ways:

a.) Library staff members can order cards for books and other materials from information on the terminal. The computer then prints cards for filing in your library's catalog.
b.) Cataloging can be "cooperative", that is, your library may not need to enter information about a book cataloged previously by another member of the network.
c.) The terminal itself can be used to find out which items your library owns.
d.) The terminal can be used to find out which of more than 2000 libraries in the country own a particular book from a data base with more than 7 million items.
e.) The terminal can be used to request on loan a book owned by another library in the Illinois Valley Library System, by another library in Illinois, or by some library outside the state.
f.) The terminal will allow other libraries to find out which books your library owns and to request them on loan from your library.
g.) Because it will be easier to find out which libraries in the Illinois Valley Library System have already purchased a particular book, it may be possible for all system libraries to adopt a more cooperative approach to acquisitions avoiding unnecessary duplication.
h.) Staff members who use the terminal may need to schedule their time and may need to travel to the terminal site.

We would like to determine your opinions towards the participation of your library in this automation experiment. Would you please take a few moments to answer the following questions? It should only take about five minutes of your time. Your cooperation will be greatly appreciated.

When you have completed the form, please return it to your librarian or to IVLS/OCLC Project by March 31, 1981.

1. What kind of library are you associated with?
   - a. ☐ Academic library
   - b. ☐ Public library (0-2,000 population)
   - c. ☐ Public library (2,000-3,000 population)
   - d. ☐ Public library (3,000-15,000 population)
   - e. ☐ Public library (15,000-50,000 population)
   - f. ☐ Public library (50,000 + population)
   - g. ☐ School library
   - h. ☐ Special Library (Private corporation/hospital)

2. What level of formal education have you so far achieved?
   - a. ☐ Less than high school
   - b. ☐ High school
   - c. ☐ Two-year college
   - d. ☐ Bachelor's
   - e. ☐ Master's or above

3. The following statements relate to possible effects of this automation project in your library. Please use the appropriate boxes to indicate the extent to which you agree with each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
a. It will be easier to find which books are owned by this and other libraries.	☐	☐	☐	☐	☐
b. The library will have a better catalog than it had before.	☐	☐	☐	☐	☐
c. The costs of operating the library will increase.	☐	☐	☐	☐	☐
d. More books will be borrowed from the library.	☐	☐	☐	☐	☐
e. The library will borrow more books from other libraries.	☐	☐	☐	☐	☐
f. The overall quality of the library service will deteriorate.	☐	☐	☐	☐	☐
g. The library will be able to make a more valuable contribution to library service in the Illinois Valley region as a whole.	☐	☐	☐	☐	☐

h.	New services will be available to library patrons.	☐	☐	☐	☐	☐
i.	Computers have no value in library applications.	☐	☐	☐	☐	☐
j.	Patron needs will be satisfied more quickly.	☐	☐	☐	☐	☐
k.	The delay from the time a book is received to the time it is available to patrons will increase.	☐	☐	☐	☐	☐
l.	Libraries in the Illinois Valley Library System will better coordinate their selection of new books.	☐	☐	☐	☐	☐
m.	Availability of books in the library will decline because the collection will be used more by patrons of other libraries.	☐	☐	☐	☐	☐
n.	Automation will be a "dehumanizing" influence in the library.	☐	☐	☐	☐	☐
o.	Working with a computer will increase staff job satisfaction.	☐	☐	☐	☐	☐
p.	Computer work is too difficult for the library staff.	☐	☐	☐	☐	☐
q.	The library should not lend materials to out-of-state libraries.	☐	☐	☐	☐	☐
r.	Money would be better spent on buying more books than on automation projects of this kind.	☐	☐	☐	☐	☐

s. Automation is too expensive for this library. ☐ ☐ ☐ ☐ ☐

5. If you have any other comments to make about this automation experiment, please record them below:

Please return to your librarian or IVLS/OCLC Project, 845 Brenkman Drive, Pekin, IL 61554 by March 31, 1981.

- THANK YOU -

Distribution of Independent Variables

1. What kind of library are you associated with?

3	(3.8%)	Academic library
16	(20.3%)	Public library (0-2,000 population)
9	(11.4%)	Public library (2,000-3,000 population)
13	(16.5%)	Public library (3,000-15,000 population)
27	(34.2%)	Public library (15,000-50,000 population)
0	(0.0%)	Public library (50,000+ population)
6	(7.6%)	School library
3	(3.8%)	Special library
2	(2.5%)	No response
79	(100%)	

For purposes of this report, the public library categories have been collapsed into two:

38	(48.1%)	Public library (0-15,000 population)
27	(34.2%)	Public library (15,000+ population)

2. What level of education have you so far achieved?

0	(0.0%)	Less than high school
12	(15.2%)	High school
12	(15.2%)	Two-year college
31	(39.2%)	Bachelor's
21	(26.6%)	Master's or above
3	(3.8%)	No response
79	(100%)	

Item a: It will be easier to find which books are owned by this and other libraries.

For this item, 4 respondents (5.1%) had no opinion. Of those who expressed an opinion (N=75), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
50.7%	45.3%	4.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	4	5.1%	75	50.7%	45.3%	4.0%	0.0%
Type of Library							
Academic	0	0.0%	3	33.3%	66.7%	0.0%	0.0%
Public (0-15,000 pop.)	2	3.8%	50	48.0%	46.0%	6.0%	0.0%
Public (15,000+ pop.)	2	7.4%	25	52.0%	40.0%	8.0%	0.0%
School	0	0.0%	6	83.3%	16.7%	0.0%	0.0%
Special	0	0.0%	3	66.7%	33.3%	0.0%	0.0%
Level of Education							
High School	0	0.0%	12	66.7%	33.3%	0.0%	0.0%
Two-Year College	1	8.3%	11	27.3%	63.6%	9.1%	0.0%
Bachelor's	1	3.2%	30	46.7%	46.7%	6.7%	0.0%
Master's or above	0	0.0%	21	57.1%	42.9%	0.0%	0.0%

Item b: The library will have a better catalog than it had before.

For this item, 13 respondents (16.5%) had no opinion. Of those who expressed an opinion (N=66), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
28.8%	53.0%	16.7%	1.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	13	16.5%	66	28.8%	53.0%	16.7%	1.5%
Type of Library							
Academic	1	33.3%	2	50.0%	50.0%	0.0%	0.0%
Public (0-15,000 pop.)	5	13.2%	33	24.2%	48.5%	24.2%	3.0%
Public (15,000+ pop.)	4	14.8%	23	17.4%	69.6%	13.0%	0.0%
School	1	16.7%	5	80.0%	20.0%	0.0%	0.0%
Special	0	0.0%	3	66.7%	33.3%	0.0%	0.0%
Level of Education							
High School	3	25.0%	9	33.3%	55.6%	11.1%	0.0%
Two-Year College	3	25.0%	9	22.2%	44.4%	22.2%	11.1%
Bachelor's	3	9.7%	28	21.4%	57.1%	21.4%	0.0%
Master's or above	2	9.5%	19	36.8%	52.6%	10.5%	0.0%

Item c: The costs of operating the library will increase.

For this item, 20 respondents (25.3%) had no opinion. Of those who expressed an opinion (N=59), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
25.4%	50.8%	22.0%	1.7%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	20	25.3%	59	25.4%	50.8%	22.0%	1.7%
Type of Library							
Academic	1	33.3%	2	50.0%	50.0%	0.0%	0.0%
Public (0-15,000 pop.)	8	21.1%	30	33.3%	50.0%	13.3%	3.4%
Public (15,000+ pop.)	6	22.2%	21	19.1%	57.1%	23.8%	0.0%
School	2	33.3%	4	25.0%	50.0%	25.0%	0.0%
Special	1	33.3%	2	0.0%	0.0%	100%	0.0%
Level of Education							
High School	3	25.0%	9	22.2%	66.7%	11.1%	0.0%
Two-Year College	3	25.0%	9	33.3%	44.4%	11.1%	11.1%
Bachelor's	5	16.1%	26	30.8%	38.5%	30.8%	0.0%
Master's or above	7	33.3%	14	14.3%	64.3%	21.4%	0.0%

Item d: More books will be borrowed from the library.

For this item, 24 respondents (30.4%) had no opinion. Of those who expressed an opinion (N=55), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
5.5%	80.0%	14.5%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	24	30.4%	55	5.5%	80.0%	14.5%	0.0%
Type of Library							
Academic	1	33.3%	2	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	10	26.3%	28	10.7%	71.4%	17.9%	0.0%
Public (15,000+ pop.)	10	37.0%	17	0.0%	82.4%	17.6%	0.0%
School	0	0.0%	6	0.0%	100%	0.0%	0.0%
Special	1	33.3%	2	0.0%	100%	0.0%	0.0%
Level of Education							
High School	3	25.0%	9	11.1%	88.9%	0.0%	0.0%
Two-Year College	4	33.3%	8	0.0%	62.5%	37.5%	0.0%
Bachelor's	10	32.3%	21	9.5%	71.4%	19.0%	0.0%
Master's or above	4	19.0%	17	0.0%	94.1%	5.9%	0.0%

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Item e: The library will borrow more books from other libraries.

For this item, 16 respondents (20.3%) had no opinion. Of those who expressed an opinion (N=63), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
11.1%	84.1%	4.8%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	16	20.3%	63	11.1%	84.1%	4.8%	0.0%
Type of Library							
Academic	1	33.3%	2	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	9	23.7%	29	6.9%	86.2%	6.9%	0.0%
Public (15,000+ pop.)	4	14.8%	23	13.0%	82.6%	4.4%	0.0%
School	0	0.0%	5	0.0%	100%	0.0%	0.0%
Special	0	0.0%	3	66.7%	33.3%	0.0%	0.0%
Level of Education							
High School	0	0.0%	12	8.3%	91.7%	0.0%	0.0%
Two-Year College	3	25.0%	9	0.0%	77.8%	22.2%	0.0%
Bachelor's	7	22.6%	24	20.8%	75.0%	4.2%	0.0%
Master's or above	3	14.3%	18	5.6%	94.4%	0.0%	0.0%

Item f: The overall quality of library service will deteriorate.

For this item, 11 respondents (13.9%) had no opinion. Of those who expressed an opinion (N=68), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	1.5%	72.0%	26.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	11	13.9%	68	0.0%	1.5%	72.0%	26.5%
Type of Library							
Academic	0	0.0%	3	0.0%	0.0%	66.7%	33.3%
Public (0-15,000 pop.)	4	10.5%	34	0.0%	2.9%	79.4%	17.7%
Public (15,000+ pop.)	5	18.5%	22	0.0%	0.0%	63.6%	36.4%
School	1	16.7%	5	0.0%	0.0%	80.0%	20.0%
Special	0	0.0%	3	0.0%	0.0%	33.3%	66.7%
Level of Education							
High School	1	8.3%	11	0.0%	0.0%	81.8%	18.2%
Two-Year College	4	33.3%	8	0.0%	12.5%	62.5%	25.0%
Bachelor's	3	9.7%	28	0.0%	0.0%	71.4%	28.6%
Master's or above	1	4.8%	20	0.0%	0.0%	70.0%	30.0%

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Item g: The library will be able to make a more valuable contribution to library service in the Illinois Valley region as a whole.

For this item, 5 respondents (6.3%) had no opinion. Of those who expressed an opinion (N=74), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
21.6%	75.7%	2.7%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	5	6.3%	74	21.6%	75.7%	2.7%	0.0%
Type of Library							
Academic	0	0.0%	3	33.3%	66.7%	0.0%	0.0%
Public (0-15,000 pop.)	1	2.6%	37	18.9%	78.4%	2.7%	0.0%
Public (15,000+ pop.)	3	11.1%	24	16.7%	79.2%	4.2%	0.0%
School	0	0.0%	6	16.7%	83.3%	0.0%	0.0%
Special	0	0.0%	3	66.7%	33.3%	0.0%	0.0%
Level of Education							
High School	0	0.0%	12	25.0%	75.0%	0.0%	0.0%
Two-Year College	1	8.3%	11	9.1%	81.8%	9.1%	0.0%
Bachelor's	2	6.5%	29	20.7%	75.9%	3.4%	0.0%
Master's or above	1	4.8%	20	25.0%	75.0%	0.0%	0.0%

Item h: New services will be available to library patrons.

For this item, 7 respondents (8.9%) had no opinion. Of those who expressed an opinion (N=72), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
21.6%	75.7%	2.7%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	7	8.9%	72	21.6%	75.7%	2.7%	0.0%
Type of Library							
Academic	0	0.0%	3	33.3%	66.7%	0.0%	0.0%
Public (0-15,000 pop.)	2	5.3%	36	16.7%	80.5%	2.8%	0.0%
Public (15,000+ pop.)	3	11.1%	24	16.7%	70.8%	12.5%	0.0%
School	1	16.7%	5	40.0%	60.0%	0.0%	0.0%
Special	0	0.0%	3	66.7%	33.3%	0.0%	0.0%
Level of Education							
High School	0	0.0%	12	16.7%	83.3%	0.0%	0.0%
Two-Year College	0	0.0%	12	8.3%	75.0%	16.7%	0.0%
Bachelor's	2	6.5%	29	24.1%	72.4%	3.4%	0.0%
Master's or above	3	14.3%	18	27.8%	66.7%	5.6%	0.0%

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Item i: Computers have no value in library applications.

For this item, 5 respondents (6.3%) had no opinion. Of those who expressed an opinion (N=74), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	4.1%	66.2%	29.7%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	5	6.3%	74	0.0%	4.1%	66.2%	29.7%
Type of Library							
Academic	0	0.0%	3	0.0%	0.0%	33.3%	66.7%
Public (0-15,000 pop.)	2	5.3%	36	0.0%	2.8%	77.8%	19.4%
Public (15,000+ pop.)	2	7.4%	25	0.0%	4.0%	60.0%	36.0%
School	0	0.0%	6	0.0%	0.0%	83.3%	16.7%
Special	0	0.0%	3	0.0%	0.0%	0.0%	100%
Level of Education							
High School	0	0.0%	12	0.0%	0.0%	75.0%	25.0%
Two-Year College	1	8.3%	11	0.0%	18.2%	54.5%	27.3%
Bachelor's	2	6.5%	29	0.0%	0.0%	72.4%	27.6%
Master's or above	1	4.8%	20	0.0%	0.0%	60.0%	40.0%

Item j: Patron needs will be satisfied more quickly.

For this item, 19 respondents (24.1%) had no opinion. Of those who expressed an opinion (N=60), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
26.7%	68.3%	5.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	19	24.1%	60	26.7%	68.3%	5.0%	0.0%
Type of Library							
Academic	1	33.3%	2	50.0%	50.0%	0.0%	0.0%
Public (0-15,000 pop.)	11	28.9%	27	25.9%	70.4%	3.7%	0.0%
Public (15,000+ pop.)	4	14.8%	23	8.7%	82.6%	8.7%	0.0%
School	1	16.7%	5	80.0%	20.0%	0.0%	0.0%
Special	0	0.0%	3	66.7%	33.3%	0.0%	0.0%
Level of Education							
High School	1	8.3%	11	27.3%	72.7%	0.0%	0.0%
Two-Year College	4	33.3%	8	12.5%	75.0%	12.5%	0.0%
Bachelor's	6	19.4%	25	24.0%	68.0%	8.0%	0.0%
Master's or above	5	23.8%	16	37.5%	62.5%	0.0%	0.0%

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Item k: The delay from the time a book is received to the time it is available to patrons will increase.

For this item, 20 respondents (25.3%) had no opinion. Of those who expressed an opinion (N=59), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
1.7%	16.9%	64.4%	16.9%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	20	25.3%	59	1.7%	16.9%	64.4%	16.9%
Type of Library							
Academic	1	33.3%	2	0.0%	0.0%	100%	0.0%
Public (0-15,000 pop.)	9	23.7%	29	3.5%	24.1%	58.6%	13.8%
Public (15,000+ pop.)	8	29.6%	19	0.0%	5.3%	78.9%	15.8%
School	1	16.7%	5	0.0%	20.0%	60.0%	20.0%
Special	1	33.3%	2	0.0%	0.0%	50.0%	50.0%
Level of Education							
High School	1	8.3%	11	0.0%	9.1%	72.7%	18.2%
Two-Year College	4	33.3%	8	12.5%	12.5%	62.5%	12.5%
Bachelor's	9	29.0%	22	0.0%	18.2%	63.6%	18.2%
Master's or above	6	28.6%	15	0.0%	13.3%	73.3%	13.3%

Item l: Libraries in the Illinois Valley Library System will better coordinate their selection of new books.

For this item, 17 respondents (21.5%) had no opinion. Of those who expressed an opinion (N=62), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
12.9%	72.6%	14.5%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	17	21.5%	62	12.9%	72.6%	14.5%	0.0%
Type of Library							
Academic	1	33.3%	2	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	8	21.1%	30	10.0%	76.7%	13.3%	0.0%
Public (15,000+ pop.)	5	18.5%	22	9.1%	68.2%	22.7%	0.0%
School	1	16.7%	5	40.0%	60.0%	0.0%	0.0%
Special	1	33.3%	2	0.0%	100%	0.0%	0.0%
Level of Education							
High School	4	33.3%	8	12.5%	87.5%	0.0%	0.0%
Two-Year College	0	0.0%	12	16.7%	58.3%	25.0%	0.0%
Bachelor's	7	22.6%	24	8.3%	70.8%	20.8%	0.0%
Master's or above	5	23.8%	16	12.5%	75.0%	12.5%	0.0%

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Item m: Availability of books in the library will decline because the collection will be used more by patrons of other libraries.

For this item, 21 respondents (26.6%) had no opinion. Of those who expressed an opinion (N=58), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	10.3%	84.5%	5.2%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	21	26.6%	58	0.0%	10.3%	84.5%	5.2%
Type of Library							
Academic	1	33.3%	2	0.0%	50.0%	50.0%	0.0%
Public (0-15,000 pop.)	12	31.6%	26	0.0%	7.7%	92.3%	0.0%
Public (15,000+ pop.)	5	18.5%	22	0.0%	9.1%	86.4%	4.5%
School	2	33.3%	4	0.0%	25.0%	50.0%	25.0%
Special	1	33.3%	2	0.0%	0.0%	100%	0.0%
Level of Education							
High School	2	16.7%	10	0.0%	0.0%	100%	0.0%
Two-Year College	2	16.7%	10	0.0%	10.0%	90.0%	0.0%
Bachelor's	8	25.8%	23	0.0%	13.0%	82.6%	43.0%
Master's or above	8	38.1%	13	0.0%	15.4%	76.9%	7.7%

Item n: Automation will be a dehumanizing influence in the library.

For this item, 13 respondents (16.5%) had no opinion. Of those who expressed an opinion (N=66), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
3.0%	3.0%	83.4%	10.6%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	13	16.5%	66	3.0%	3.0%	83.4%	10.6%
Type of Library							
Academic	0	0.0%	3	0.0%	0.0%	66.7%	33.3%
Public (0-15,000 pop.)	6	15.8%	32	0.0%	3.1%	90.6%	6.3%
Public (15,000+ pop.)	6	22.2%	21	9.5%	4.8%	80.9%	4.8%
School	0	0.0%	6	0.0%	0.0%	83.3%	16.7%
Special	0	0.0%	3	0.0%	0.0%	66.7%	33.3%
Level of Education							
High School	1	8.3%	11	0.0%	0.0%	100%	0.0%
Two-Year College	[illegible]	25.0%	9	11.1%	11.1%	66.7%	11.1%
Bachelor's	5	16.1%	26	3.8%	3.8%	80.8%	11.5%
Master's or above	2	9.5%	19	0.0%	0.0%	89.5%	10.5%

Item o: Working with a computer will increase staff job satisfaction.

For this item, 36 respondents (45.6%) had no opinion. Of those who expressed an opinion (N=43), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
4.7%	74.4%	20.9%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	36	45.6%	43	4.7%	74.4%	20.9%	0.0%
Type of Library							
Academic	2	66.7%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	15	39.5%	23	0.0%	87.0%	13.0%	0.0%
Public (15,000+ pop.)	15	55.6%	12	8.3%	41.7%	50.0%	0.0%
School	1	16.7%	5	0.0%	100%	0.0%	0.0%
Special	1	33.3%	2	50.0%	50.0%	0.0%	0.0%
Level of Education							
High School	4	33.3%	8	0.0%	87.5%	12.5%	0.0%
Two-Year College	6	50.0%	6	0.0%	66.7%	33.3%	0.0%
Bachelor's	14	45.2%	17	11.8%	64.7%	23.5%	0.0%
Master's or above	9	42.9%	12	0.0%	83.3%	16.7%	0.0%

Item p: Computer work is too difficult for the library staff.

For this item, 7 respondents (8.9%) had no opinion. Of those who expressed an opinion (N=72), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	4.2%	75.0%	20.8%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	7	8.9%	72	0.0%	4.2%	75.0%	20.8%
Type of Library							
Academic	0	0.0%	3	0.0%	0.0%	66.7%	33.3%
Public (0-15,000 pop.)	5	13.2%	33	0.0%	0.0%	72.7%	27.3%
Public (15,000+ pop.)	2	7.4%	25	0.0%	8.0%	84.0%	8.0%
School	0	0.0%	6	0.0%	0.0%	83.3%	16.7%
Special	0	0.0%	3	0.0%	0.0%	66.7%	33.3%
Level of Education							
High School	0	0.0%	12	0.0%	0.0%	83.3%	16.7%
Two-Year College	2	16.7%	10	0.0%	0.0%	80.0%	20.0%
Bachelor's	3	9.7%	28	0.0%	7.1%	67.9%	25.0%
Master's or above	1	4.8%	20	0.0%	0.0%	85.0%	15.0%

Item q: The library should not lend materials to out-of-state libraries.

For this item, 12 respondents (15.2%) had no opinion. Of those who expressed an opinion (N=67), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
3.0%	11.9%	68.7%	16.4%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	12	15.2%	67	3.0%	11.9%	68.7%	16.4%
Type of Library							
Academic	1	33.3%	2	0.0%	0.0%	50.0%	50.0%
Public (0-15,000 pop.)	4	10.5%	34	5.9%	11.8%	67.6%	14.7%
Public (15,000+ pop.)	6	22.2%	21	0.0%	14.3%	71.4%	14.3%
School	0	0.0%	6	0.0%	16.7%	83.3%	0.0%
Special	0	0.0%	3	0.0%	0.0%	66.7%	33.3%
Level of Education							
High School	2	16.7%	10	0.0%	0.0%	80.0%	20.0%
Two-Year College	4	33.3%	8	0.0%	12.5%	87.5%	0.0%
Bachelor's	4	12.9%	27	7.4%	14.8%	51.9%	25.9%
Master's or above	1	4.8%	20	0.0%	10.0%	85.0%	5.0%

Item r: Money would be better spent on buying more books than on automation projects of this kind.

For this item, 13 respondents (16.5%) had no opinion. Of those who expressed an opinion (N=66), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
4.5%	7.6%	77.3%	10.6%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	13	16.5%	66	4.5%	7.6%	77.3%	10.6%
Type of Library							
Academic	0	0.0%	3	0.0%	0.0%	66.7%	33.3%
Public (0-15,000 pop.)	9	23.7%	29	3.4%	10.4%	82.8%	3.4%
Public (15,000+ pop.)	2	7.4%	25	8.0%	8.0%	80.0%	4.0%
School	2	33.3%	4	0.0%	0.0%	75.0%	25.0%
Special	0	0.0%	3	0.0%	0.0%	33.3%	66.7%
Level of Education							
High School	3	25.0%	9	0.0%	0.0%	100%	0.0%
Two-Year College	2	16.7%	10	10.0%	0.0%	80.0%	10.0%
Bachelor's	4	12.9%	27	7.4%	14.8%	70.4%	7.4%
Master's or above	3	14.3%	18	0.0%	5.6%	77.8%	16.7%

Item s: Automation is too expensive for this library.

For this item, 27 respondents (34.2%) had no opinion. Of those who expressed an opinion (N=52), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
5.8%	15.4%	65.4%	13.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	27	34.2%	52	5.8%	15.4%	65.4%	13.5%
Type of Library							
Academic	1	33.3%	2	0.0%	0.0%	50.0%	50.0%
Public (0-15,000 pop.)	14	36.8%	24	4.2%	20.8%	66.7%	8.3%
Public (15,000+ pop.)	8	29.6%	19	10.5%	15.8%	68.4%	5.3%
School	3	50.0%	3	0.0%	0.0%	66.7%	33.3%
Special	0	0.0%	3	0.0%	0.0%	66.7%	33.3%
Level of Education							
High School	4	33.3%	8	0.0%	25.0%	75.0%	0.0%
Two-Year College	5	41.7%	7	14.3%	0.0%	71.4%	14.3%
Bachelor's	11	35.5%	20	10.0%	15.0%	60.0%	15.0%
Master's or above	6	28.6%	15	0.0%	13.3%	73.3%	13.3%

General Comments from Respondents

Automation may be too expensive for our library as we have a very tight budget. Our circulation is high according to our size. (Our excellent librarian has helped this.) We need more help but can't afford it. Maybe we should do this rather than to become involved in automation. Maybe we should buy more books than spend it on automation - I do not know the better way to choose. The OCLC is too new and untested for a small library for me to form a definite opinion.

Regarding "t" - Automation is too expensive for this library — We have no way of reaching a decision on this at this time.

OCLC is completely out of line expense wise in view of present (and past) fiscal situations.

I'm really anxious to see this project in action here in our small high school.

I only had one Board member complete the attitude survey at our Board meeting last night. The others said they would return it to me by the 31st. I doubt many will. For your records, however, they never tried the terminal - yours or ours - and apparently have no desire to do so. Sorry of the apathy!

This has been a worthwhile experiment - where we go from here with computers depends on computer system capabilities, costs, and what Illinois or IVLS are planning to do.

Automation in library services must come to maintain services in stable or declining financial resources. However, the cost of such automation must be rationally explained by decreases in other areas, e.g. personnel.

No library should be stagnant. We must progress with modern technology, and continue to look to the future. Computer science is advancing rapidly and we must advance with it.

APPENDIX E

END-PROJECT GOVERNING AUTHORITY WRITTEN ATTITUDE SURVEY RESPONSES

This survey was distributed to members of governing boards of public libraries and to administrators of non-public libraries after the end-Project interviews were completed in August 1982. Only 58 surveys were returned, so most of the independent variable categories have very few respondents.

The next four pages are a copy of the survey form as it was distributed. That is followed by the distribution of respondents by independent variables and by an item-by-item report of responses to the attitude statements.

To present this report, the number of "no opinion" responses and the percent of the total respondents who gave these responses is given first. These respondents are then removed from the total and each of the other responses is reported as a percentage of the remaining respondents, that is, of the group which did express an opinion.

ILLINOIS VALLEY LIBRARY SYSTEM

Automation Project

Attitude Survey
Governing Authority
August 1982

The Illinois Valley Library System, of which your library is a member, is now completing an experiment with the application of computer technology to library activities. In this experiment, your library has become a member of a nationwide network known as OCLC.

We would like to determine your opinions towards the participation of your library in this automation experiment. Would you please take a few moments to answer the following questions? It should only take about five minutes of your time. Your cooperation will be greatly appreciated.

WHEN YOU HAVE COMPLETED THE FORM, PLEASE RETURN IT TO YOUR LIBRARIAN OR TO IVLS/OCLC PROJECT BY SEPTEMBER 1, 1982.

1. What kind of library are you associated with?
    - a. ☐ Academic library
    - b. ☐ Public library (0-2,000 population)
    - c. ☐ Public library (2,000-3,000 population)
    - d. ☐ Public library (3,000-15,000 population)
    - e. ☐ Public library (15,000-50,000 population)
    - f. ☐ Public library (50,000 + population)
    - g. ☐ School library
    - h. ☐ Special library (Private corporation/hospital)

2. What level of formal education have you so far achieved?
    - a. ☐ Less than high school
    - b. ☐ High school
    - c. ☐ Two year college
    - d. ☐ Bachelor's
    - e. ☐ Master's or above

3. Did you have a chance to see a demonstration of an OCLC terminal, or to use one personally during the Project?

    ☐ Yes ☐ No

4. The following statements relate to possible effects of this automation project in your library. Please use the appropriate boxes to indicate the extent to which you agree with each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
a. It was easier to find which books are owned by this library.	☐	☐	☐	☐	☐

b.	The library has a better catalog than it had before.	☐	☐	☐	☐	☐
c.	The costs of operating the library increased during the Project.	☐	☐	☐	☐	☐
d.	The costs of operating the library will/would have increased if we kept OCLC after the Project.	☐	☐	☐	☐	☐
e.	More books were borrowed from the library.	☐	☐	☐	☐	☐
f.	The library borrowed more books from other libraries.	☐	☐	☐	☐	☐
g.	The overall quality of the library service deteriorated.	☐	☐	☐	☐	☐
h.	The library was able to make a more valuable contribution to library service in the Illinois Valley region as a whole.	☐	☐	☐	☐	☐
i.	New services were available to library patrons.	☐	☐	☐	☐	☐
j.	Computers have no value in library applications.	☐	☐	☐	☐	☐
k.	Patron needs were satisfied more quickly.	☐	☐	☐	☐	☐
l.	The delay from the time a new book was received to the time it was available to patrons increased.	☐	☐	☐	☐	☐
m.	Libraries in the Illinois Valley Library System will better coordinate their selection of new books.	☐	☐	☐	☐	☐

n.	Availability of books in the library declined because the collection was used more by patrons of other libraries.	☐	☐	☐	☐	☐
o.	Automation was a dehumanizing influence.	☐	☐	☐	☐	☐
p.	It was easier to find books owned by other libraries.	☐	☐	☐	☐	☐
q.	Working with a computer increased staff job satisfaction.	☐	☐	☐	☐	☐
r.	Computer work is too difficult for the library staff.	☐	☐	☐	☐	☐
s.	The library should not lend materials to out-of-state libraries.	☐	☐	☐	☐	☐
t.	Money would be better spent on buying more books than on automation projects of this kind.	☐	☐	☐	☐	☐
u.	Automation is too expensive for this library.	☐	☐	☐	☐	☐
v.	This experiment with OCLC has made me feel that other forms of automation may be appropriate for this library.	☐	☐	☐	☐	☐

5. If you have any other comments to make about this automation experiment, please record them below:

Please return to your librarian or IVLS/OCLC Project, 845 Brenkman Drive, Pekin, IL 61554 by September 1, 1982.

- THANK YOU-

Independent Variables

1. What kind of library are you associated with?

1	(1.7%)	Academic library
5	(8.6%)	Public library (0-2,000 population)
8	(13.8%)	Public library (2,000-3,000 population)
23	(39.7%)	Public library (3,000-15,000 population)
11	(19%)	Public library (15,000-50,000 population)
3	(5.2%)	Public library (50,000 + population)
5	(8.6%)	School library
1	(1.7%)	Special library (Private corporation/hospital)
1	(1.7%)	No response

For this report, the public library categories have been collapsed to:

36	(62%)	Public library (0-15,000 population)
15	(24%)	Public librry (15,000 + population)

2. What level of formal education have you so far achieved?

0		Less than high school
11	(19%)	High school
9	(15.5%)	Two year college
17	(29.3%)	Bachelor's
19	(32.8%)	Master's or above
2	(3.4%)	No response

3. Did you have a chance to see a demonstration of an OCLC terminal, or to use one personally during the Project?

52	(89.7%)	Yes
5	(8.6%)	No
1	(1.7%)	No response

Item a: It was easier to find which books are owned by this library.

For this item, 21 respondents (36.2%) had no opinion. Of those who expressed an opinion (N=37), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
8.1%	81.1%	5.4%	5.4%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	21	36.2%	37	8.1%	81.1%	5.4%	5.4%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	100%	0.0%
Public (0-15,000 pop.)	14	38.9%	22	4.5%	81.8%	4.5%	9.1%
Public (15,000+ pop.)	6	42.9%	8	22.5%	87.5%	0.0%	0.0%
School	1	20.0%	4	25.0%	75.0%	0.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	5	45.5%	6	16.7%	83.3%	0.0%	0.0%
Two-Year College	4	44.4%	5	0.0%	100%	0.0%	0.0%
Bachelor's	7	41.2%	10	0.0%	80.0%	10.0%	10.0%
Master's or above	5	26.3%	14	14.3%	71.4%	7.1%	7.1%
Did you see OCLC demonstrated or use it?							
Yes	20	38.5%	32	9.4%	78.1%	6.2%	6.2%
No	0	0.0%	5	0.0%	100%	0.0%	0.0%

Item b: The library has a better catalog than it had before.

For this item, 18 respondents (31.0%) had no opinion. Of those who expressed an opinion (N=40), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
22.5%	67.5%	10.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	18	31.0%	40	22.5%	67.5%	10.0%	0.0%
Type of Library							
Academic	1	100%					
Public (0-15,000 pop.)	12	33.3%	24	29.2%	58.3%	12.5%	0.0%
Public (15,000+ pop.)	4	28.6%	10	10.0%	80.0%	10.0%	0.0%
School	1	20.0%	4	25.0%	75.0%	0.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	4	36.4%	7	57.1%	42.9%	0.0%	0.0%
Two-Year College	3	33.3%	6	0.0%	100%	0.0%	0.0%
Bachelor's	5	29.4%	12	16.7%	58.3%	25.0%	0.0%
Master's or above	6	31.6%	13	23.1%	76.9%	0.0%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	15	28.8%	37	21.6%	67.6%	10.8%	0.0%
No	2	40.0%	3	33.3%	66.7%	0.0%	0.0%

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Item c: The costs of operating the library increased during the Project.

For this item, 8 respondents (13.8%) had no opinion. Of those who expressed an opinion (N=50), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
12.0%	76.0%	12.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	8	13.8%	50	12.0%	76.0%	12.0%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	7	19.4%	29	17.2%	69.0%	13.8%	0.0%
Public (15,000+ pop.)	0	0.0%	14	7.1%	92.9%	0.0%	0.0%
School	1	20.0%	4	0.0%	75.0%	25.0%	0.0%
Special	0	0.0%	1	0.0%	0.0%	100%	0.0%
Level of Education							
High School	1	9.1%	10	10.0%	80.0%	10.0%	0.0%
Two-Year College	0	0.0%	9	11.1%	77.8%	11.1%	0.0%
Bachelor's	4	23.5%	13	23.1%	69.2%	7.7%	0.0%
Master's or above	3	15.8%	16	0.0%	81.2%	18.8%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	7	13.5%	45	11.1%	77.8%	11.1%	0.0%
No	0	0.0%	5	20.0%	60.0%	20.0%	0.0%

Item d: The costs of operating the library will/would have increased if we kept OCLC after the Project.

For this item, 12 respondents (20.7%) had no opinion. Of those who expressed an opinion (N=46), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
28.3%	65.7%	6.5%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	12	20.7%	46	28.3%	65.2%	6.5%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	8	22.2%	28	35.7%	60.7%	3.6%	0.0%
Public (15,000+ pop.)	0	0.0%	14	14.3%	78.6%	7.1%	0.0%
School	2	40.0%	3	33.3%	33.3%	33.3%	0.0%
Special	1	100%					
Level of Education							
High School	3	27.3%	8	25.0%	62.5%	12.5%	0.0%
Two-Year College	2	22.2%	7	28.6%	57.1%	14.3%	0.0%
Bachelor's	2	11.7%	15	40.0%	60.0%	0.0%	0.0%
Master's or above	5	26.3%	14	14.3%	78.6%	7.1%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	11	21.1%	41	29.3%	63.4%	7.3%	0.0%
No	0	0.0%	5	20.0%	80.0%	0.0%	0.0%

Item e: More books were borrowed from the library.

For this item, 20 respondents (35.1%) had no opinion. Of those who expressed an opinion (N=37), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
5.4%	70.3%	24.3%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	20	35.1%	37	5.4%	70.3%	24.3%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	13	36.1%	23	4.4%	65.2%	30.4%	0.0%
Public (15,000+ pop.)	5	35.7%	9	11.1%	66.7%	22.2%	0.0%
School	2	40.0%	3	0.0%	100%	0.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	1	9.1%	10	0.0%	70.0%	30.0%	0.0%
Two-Year College	5	55.6%	4	25.0%	75.0%	0.0%	0.0%
Bachelor's	10	58.8%	7	0.0%	71.4%	28.6%	0.0%
Master's or above	4	21.1%	15	6.6%	66.7%	26.7%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	18	34.6%	34	5.9%	67.6%	26.5%	0.0%
No	2	40.0%	3	0.0%	100%	0.0%	0.0%

Item f: The library borrowed more books from other libraries.

For this item, 14 respondents (24.1%) had no opinion. Of those who expressed an opinion (N=44), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
6.8%	65.9%	27.3%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	14	24.1%	44	6.8%	65.9%	27.3%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	10	27.8%	26	7.7%	61.5%	30.8%	0.0%
Public (15,000+ pop.)	3	21.4%	11	9.1%	63.6%	27.3%	0.0%
School	0	0.0%	5	0.0%	80.0%	20.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	1	9.1%	10	10.0%	60.0%	30.0%	0.0%
Two-Year College	5	55.6%	4	0.0%	100%	0.0%	0.0%
Bachelor's	6	35.3%	11	9.1%	63.6%	27.3%	0.0%
Master's or above	2	10.5%	17	5.9%	64.7%	29.4%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	11	21.2%	41	7.3%	63.4%	29.3%	0.0%
No	2	40.0%	3	0.0%	100%	0.0%	0.0%

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Item g: The overall quality of library service deteriorated.

For this item, 6 respondents (10.3%) had no opinion. Of those who expressed an opinion (N=52), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	3.8%	57.7%	38.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	6	10.3%	52	0.0%	3.8%	57.7%	38.5%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	100%	0.0%
Public (0-15,000 pop.)	4	11.1%	32	0.0%	3.1%	53.1%	43.8%
Public (15,000+ pop.)	1	7.1%	13	0.0%	0.0%	76.9%	23.1%
School	0	0.0%	5	0.0%	20.0%	40.0%	40.0%
Special	0	0.0%	1	0.0%	0.0%	100%	0.0%
Level of Education							
High School	2	18.2%	9	0.0%	0.0%	77.8%	22.2%
Two-Year College	1	11.1%	8	0.0%	12.5%	87.5%	0.0%
Bachelor's	3	17.6%	14	0.0%	0.0%	35.7%	64.3%
Master's or above	0	0.0%	19	0.0%	0.0%	52.6%	47.4%
Did you see OCLC demonstrated or use it?							
Yes	5	9.6%	47	0.0%	4.3%	57.4%	38.3%
No	0	0.0%	5	0.0%	0.0%	60.0%	40.0%

Item h: The library was able to make a more valuable contribution to library service in the Illinois Valley region as a whole.

For this item, 5 respondents (8.8%) had no opinion. Of those who expressed an opinion (N=52), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
25.0%	71.2%	3.8%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	5	8.8%	52	25.0%	71.2%	3.8%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	5	13.9%	31	22.6%	71.0%	6.4%	0.0%
Public (15,000+ pop.)	0	0.0%	14	28.6%	71.4%	0.0%	0.0%
School	0	0.0%	5	20.0%	80.0%	0.0%	0.0%
Special	0	0.0%	1	100%	0.0%	0.0%	0.0%
Level of Education							
High School	0	0.0%	11	27.3%	63.6%	9.1%	0.0%
Two-Year College	2	22.2%	7	14.3%	85.7%	0.0%	0.0%
Bachelor's	2	11.8%	15	33.3%	66.7%	0.0%	0.0%
Master's or above	1	5.3%	18	22.2%	72.2%	5.6%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	5	9.6%	47	27.7%	68.1%	4.2%	0.0%
No	0	0.0%	5	0.0%	100%	0.0%	0.0%

Item i: New services were available to library patrons.

For this item, 6 respondents (10.3%) had no opinion. Of those who expressed an opinion (N=52), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
23.1%	61.5%	15.4%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	6	10.3%	52	23.1%	61.5%	15.4%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	4	11.1%	32	15.6%	68.8%	15.6%	0.0%
Public (15,000+ pop.)	1	7.1%	13	38.5%	38.5%	23.0%	0.0%
School	0	0.0%	5	40.0%	60.0%	0.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	0	0.0%	11	18.2%	81.8%	0.0%	0.0%
Two-Year College	4	44.4%	5	20.0%	80.0%	0.0%	0.0%
Bachelor's	2	11.8%	15	26.7%	46.6%	26.7%	0.0%
Master's or above	0	0.0%	19	26.3%	57.9%	15.8%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	4	7.7%	48	25.0%	60.4%	14.6%	0.0%
No	1	20.0%	4	0.0%	75.0%	25.0%	0.0%

Item j: Computers have no value in library applications.

For this item, 5 respondents (8.6%) had no opinion. Of those who expressed an opinion (N=53), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	1.9%	56.6%	41.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	5	8.6%	53	0.0%	1.9%	56.6%	41.5%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	0.0%	100%
Public (0-15,000 pop.)	4	11.1%	32	0.0%	3.1%	62.5%	34.4%
Public (15,000+ pop.)	0	0.0%	14	0.0%	0.0%	64.3%	35.7%
School	0	0.0%	5	0.0%	0.0%	20.0%	80.0%
Special	0	0.0%	1	0.0%	0.0%	0.0%	100%
Level of Education							
High School	3	27.3%	8	0.0%	0.0%	100%	0.0%
Two-Year College	1	11.1%	8	0.0%	0.0%	75.0%	25.0%
Bachelor's	1	5.9%	16	0.0%	0.0%	43.75%	56.25%
Master's or above	0	0.0%	19	0.0%	0.0%	42.1%	57.9%
Did you see OCLC demonstrated or use it?							
Yes	3	5.8%	49	0.0%	2.0%	59.2%	38.8%
No	1	20.0%	4	0.0%	0.0%	25.0%	75.0%

Item k: Patrons needs were satisfied more quickly.

For this item, 11 respondents (19.0%) had no opinion. Of those who expressed an opinion (N=47), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
12.8%	74.4%	12.8%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	11	19.0%	47	12.8%	74.4%	12.8%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	8	22.2%	28	10.7%	75.0%	14.3%	0.0%
Public (15,000+ pop.)	2	14.3%	12	16.7%	66.6%	16.7%	0.0%
School	0	0.0%	5	0.0%	100%	0.0%	0.0%
Special	0	0.0%	1	100%	0.0%	0.0%	0.0%
Level of Education							
High School	3	27.3%	8	12.5%	87.5%	0.0%	0.0%
Two-Year College	4	44.4%	5	20.0%	80.0%	0.0%	0.0%
Bachelor's	2	11.8%	15	6.7%	80.0%	13.3%	0.0%
Master's or above	2	10.5%	17	17.6%	64.7%	17.7%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	10	19.2%	42	14.3%	71.4%	14.3%	0.0%
No	0	0.0%	5	0.0%	100%	0.0%	0.0%

Item l: The delay from the time a new book was received to the time it was available to patrons increased.

For this item, 18 respondents (31.6%) had no opinion. Of those who expressed an opinion (N=39), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
5.1%	7.7%	74.4%	12.8%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	18	31.6%	39	5.1%	7.7%	74.4%	12.8%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	0.0%	100%
Public (0-15,000 pop.)	12	33.3%	24	4.2%	12.5%	75.0%	8.3%
Public (15,000+ pop.)	3	21.4%	11	9.1%	0.0%	72.7%	18.2%
School	3	60.0%	2	0.0%	0.0%	100%	0.0%
Special	0	0.0%	1	0.0%	0.0%	100%	0.0%
Level of Education							
High School	0	0.0%	11	9.1%	9.1%	72.7%	9.1%
Two-Year College	6	66.7%	3	0.0%	0.0%	100%	0.0%
Bachelor's	7	41.2%	10	10.0%	0.0%	70.0%	20.0%
Master's or above	5	26.3%	14	0.0%	7.1%	78.6%	14.3%
Did you see OCLC demonstrated or use it?							
Yes	15	28.8%	37	5.4%	8.1%	75.7%	10.8%
No	3	60.0%	2	0.0%	0.0%	50.0%	50.0%

Item m: Libraries in the Illinois Valley Library System will better coordinate their selection of new books.

For this item, 15 respondents (25.9%) had no opinion. Of those who expressed an opinion (N=43), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
18.6%	74.4%	7.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	15	25.9%	43	18.6%	74.4%	7.0%	0.0%
Type of Library							
Academic	1	100%					
Public (0-15,000 pop.)	9	25.0%	27	14.8%	77.8%	7.4%	0.0%
Public (15,000+ pop.)	4	28.6%	10	40.0%	50.0%	10.0%	0.0%
School	0	0.0%	5	0.0%	100%	0.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	3	27.3%	8	25.0%	75.0%	0.0%	0.0%
Two-Year College	2	22.2%	7	28.6%	71.4%	0.0%	0.0%
Bachelor's	5	29.4%	12	25.0%	66.7%	8.3%	0.0%
Master's or above	5	26.3%	14	7.1%	78.6%	14.3%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	14	26.9%	38	18.4%	73.7%	7.9%	0.0%
No	0	0.0%	5	20.0%	80.0%	0.0%	0.0%

Item n: Availability of books in the library declined because the collection was used more by patrons of other libraries.

For this item, 16 respondents (28.1%) had no opinion. Of those who expressed an opinion (N=41), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	0.0%	82.9%	17.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	16	28.1%	41	0.0%	0.0%	82.9%	17.1%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	100%	0.0%
Public (0-15,000 pop.)	14	38.9%	22	0.0%	0.0%	81.8%	18.2%
Public (15,000+ pop.)	0	0.0%	14	0.0%	0.0%	78.6%	21.4%
School	2	40.0%	3	0.0%	0.0%	100%	0.0%
Special	0	0.0%	1	0.0%	0.0%	100%	0.0%
Level of Education							
High School	4	36.4%	7	0.0%	0.0%	100%	0.0%
Two-Year College	5	55.6%	4	0.0%	0.0%	75.0%	25.0%
Bachelor's	3	17.6%	14	0.0%	0.0%	71.4%	28.6%
Master's or above	3	15.8%	16	0.0%	0.0%	87.5%	12.5%
Did you see OCLC demonstrated or use it?							
Yes	15	28.8%	37	0.0%	0.0%	81.1%	18.9%
No	1	20.0%	4	0.0%	0.0%	100%	0.0%

Item o: Automation has a dehumanizing influence.

For this item, 11 respondents (19.3%) had no opinion. Of those who expressed an opinion (N=46), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	0.0%	78.3%	21.7%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	11	19.3%	46	0.0%	0.0%	78.3%	21.7%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	100%	0.0%
Public (0-15,000 pop.)	9	25.0%	27	0.0%	0.0%	85.2%	14.8%
Public (15,000+ pop.)	1	7.1%	13	0.0%	0.0%	76.9%	23.1%
School	1	20.0%	4	0.0%	0.0%	75.0%	25.0%
Special	0	0.0%	1	0.0%	0.0%	0.0%	100%
Level of Education							
High School	3	27.3%	8	0.0%	0.0%	100%	0.0%
Two-Year College	2	22.2%	7	0.0%	0.0%	85.7%	14.3%
Bachelor's	4	23.5%	13	0.0%	0.0%	69.2%	30.8%
Master's or above	1	5.3%	18	0.0%	0.0%	72.2%	27.8%
Did you see OCLC demonstrated or use it?							
Yes	9	17.3%	43	0.0%	0.0%	76.7%	23.3%
No	2	40.0%	3	0.0%	0.0%	100%	0.0%

Item p: It was easier to find books owned by other libraries.

For this item, 8 respondents (13.8%) had no opinion. Of those who expressed an opinion (N=50), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
36.0%	64.0%	0.0%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	8	13.8%	50	36.0%	64.0%	0.0%	0.0%
Type of Library							
Academic	0	0.0%	1	100%	0.0%	0.0%	0.0%
Public (0-15,000 pop.)	5	13.9%	31	25.8%	74.2%	0.0%	0.0%
Public (15,000+ pop.)	2	14.3%	12	50.0%	50.0%	0.0%	0.0%
School	0	0.0%	5	60.0%	40.0%	0.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	2	18.2%	9	33.3%	66.7%	0.0%	0.0%
Two-Year College	3	33.3%	6	33.3%	66.7%	0.0%	0.0%
Bachelor's	2	11.8%	15	40.0%	60.0%	0.0%	0.0%
Master's or above	1	5.3%	18	38.9%	61.1%	0.0%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	7	13.5%	45	40.0%	60.0%	0.0%	0.0%
No	0	0.0%	5	0.0%	100%	0.0%	0.0%

Item q: Working with a computer increased staff job satisfaction.

For this item, 24 respondents (42.1%) had no opinion. Of those who expressed an opinion (N=33), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
15.1%	78.8%	6.1%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	24	42.1%	33	15.1%	78.8%	6.1%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	17	47.2%	19	15.8%	73.7%	10.5%	0.0%
Public (15,000+ pop.)	6	42.9%	8	25.0%	75.0%	0.0%	0.0%
School	1	20.0%	4	0.0%	100%	0.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	4	36.4%	7	28.6%	57.1%	14.3%	0.0%
Two-Year College	5	55.6%	4	0.0%	100%	0.0%	0.0%
Bachelor's	6	35.3%	11	9.1%	81.8%	9.1%	0.0%
Master's or above	8	42.1%	11	18.2%	81.8%	0.0%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	22	42.3%	30	16.7%	76.7%	6.6%	0.0%
No	2	40.0%	3	0.0%	100%	0.0%	0.0%

Item r: Computer work is too difficult for the library staff.

For this item, 8 respondents (14.0%) had no opinion. Of those who expressed an opinion (N=49), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
0.0%	2.0%	79.6%	18.4%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	8	14.0%	49	0.0%	2.0%	79.6%	18.4%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	100%	0.0%
Public (0-15,000 pop.)	6	16.7%	30	0.0%	3.3%	80.0%	16.7%
Public (15,000+ pop.)	1	7.1%	13	0.0%	0.0%	76.9%	23.1%
School	1	20.0%	4	0.0%	0.0%	75.0%	25.0%
Special	0	0.0%	1	0.0%	0.0%	100%	0.0%
Level of Education							
High School	4	36.4%	7	0.0%	0.0%	85.7%	14.3%
Two-Year College	2	22.2%	7	0.0%	14.3%	85.7%	0.0%
Bachelor's	1	5.9%	16	0.0%	0.0%	68.8%	31.2%
Master's or above	1	5.3%	18	0.0%	0.0%	83.3%	16.7%
Did you see OCLC demonstrated or use it?							
Yes	8	15.4%	44	0.0%	0.0%	79.5%	20.5%
No	0	0.0%	5	0.0%	20.0%	80.0%	0.0%

Item s: The library should not lend materials to out-of-state libraries.

For this item, 17 respondents (29.8%) had no opinion. Of those who expressed an opinion (N=40), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
2.5%	7.5%	72.5%	17.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	17	29.8%	40	2.5%	7.5%	72.5%	17.5%
Type of Library							
Academic	1	100%					
Public (0-15,000 pop.)	14	38.9%	22	4.5%	9.1%	77.3%	9.1%
Public (15,000+ pop.)	2	14.3%	12	0.0%	8.3%	75.0%	16.7%
School	0	0.0%	5	0.0%	0.0%	40.0%	60.0%
Special	0	0.0%	1	0.0%	0.0%	100%	0.0%
Level of Education							
High School	6	54.5%	5	0.0%	0.0%	100%	0.0%
Two-Year College	2	22.2%	7	14.3%	0.0%	71.4%	14.3%
Bachelor's	6	35.3%	11	0.0%	18.2%	63.6%	18.2%
Master's or above	3	15.8%	16	0.0%	6.2%	68.8%	25.0%
Did you see OCLC demonstrated or use it?							
Yes	17	32.7%	35	0.0%	2.9%	77.1%	20.0%
No	0	0.0%	5	20.0%	40.0%	40.0%	0.0%

Item t: Money would be better spent on buying more books than on automation projects of this kind.

For this item, 12 respondents (21.1%) had no opinion. Of those who expressed an opinion (N=45), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
2.2%	17.8%	66.7%	13.3%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	12	21.1%	45	2.2%	17.8%	66.7%	13.3%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	100%	0.0%
Public (0-15,000 pop.)	11	30.6%	25	4.0%	28.0%	60.0%	8.0%
Public (15,000+ pop.)	0	0.0%	14	0.0%	7.1%	78.6%	14.3%
School	1	20.0%	4	0.0%	0.0%	75.0%	25.0%
Special	0	0.0%	1	0.0%	0.0%	0.0%	100%
Level of Education							
High School	3	27.3%	8	0.0%	25.0%	75.0%	0.0%
Two-Year College	2	22.2%	7	0.0%	28.6%	71.4%	0.0%
Bachelor's	3	17.6%	14	7.2%	21.4%	50.0%	21.4%
Master's or above	3	15.8%	16	0.0%	6.2%	75.0%	18.8%
Did you see OCLC demonstrated or use it?							
Yes	11	21.2%	41	2.4%	17.1%	65.9%	14.6%
No	1	20.0%	4	0.0%	25.0%	75.0%	0.0%

Item u: Automation is too expensive for this library.

For this item, 14 respondents (24.1%) had no opinion. Of those who expressed an opinion (N=44), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
11.4%	31.8%	47.7%	9.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	14	24.1%	44	11.4%	31.8%	47.7%	9.1%
Type of Library							
Academic	0	0.0%	1	0.0%	0.0%	0.0%	100%
Public (0-15,000 pop.)	9	25.0%	27	18.5%	40.8%	37.0%	3.7%
Public (15,000+ pop.)	3	21.4%	11	0.0%	18.2%	63.6%	18.2%
School	1	20.0%	4	0.0%	25.0%	75.0%	0.0%
Special	0	0.0%	1	0.0%	0.0%	100%	0.0%
Level of Education							
High School	3	27.3%	8	12.5%	50.0%	37.5%	0.0%
Two-Year College	4	44.4%	5	20.0%	60.0%	20.0%	0.0%
Bachelor's	4	23.5%	13	15.4%	30.8%	30.8%	23.0%
Master's or above	3	15.8%	16	0.0%	18.8%	75.0%	6.2%
Did you see OCLC demonstrated or use it?							
Yes	12	23.1%	40	10.0%	32.5%	47.5%	10.0%
No	1	20.0%	4	25.0%	25.0%	50.0%	0.0%

Item v: This experiment with OCLC has made me feel that other forms of automation may be appropriate for this library.

For this item, 23 respondents (40.4%) had no opinion. Of those who expressed an opinion (N=34), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
3.0%	88.2%	8.8%	0.0%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	23	40.4%	34	3.0%	88.2%	8.8%	0.0%
Type of Library							
Academic	0	0.0%	1	0.0%	100%	0.0%	0.0%
Public (0-15,000 pop.)	18	50.0%	18	5.6%	83.3%	11.1%	0.0%
Public (15,000+ pop.)	3	21.4%	11	0.0%	90.9%	9.1%	0.0%
School	2	40.0%	3	0.0%	100%	0.0%	0.0%
Special	0	0.0%	1	0.0%	100%	0.0%	0.0%
Level of Education							
High School	6	54.5%	5	0.0%	60.0%	40.0%	0.0%
Two-Year College	5	55.6%	4	0.0%	100%	0.0%	0.0%
Bachelor's	7	41.2%	10	10.0%	90.0%	0.0%	0.0%
Master's or above	4	21.1%	15	0.0%	93.3%	6.7%	0.0%
Did you see OCLC demonstrated or use it?							
Yes	20	38.5%	32	3.1%	87.5%	9.4%	0.0%
No	3	60.0%	2	0.0%	100%	0.0%	0.0%

General Comments from Respondents

Public libraries must keep abreast of the times by using available automation whenever possible. We must not fall back.

In the case of this library, more books were borrowed this past year during the OCLC participation, but a good deal would not be attributed to the computer presence.

It was difficult to judge the terminal as even though we had the unit installed it was malfunctioning when we were to see a demonstration. Most of my comments were the librarians reactions as far as its operation.

If money were no object we'd all be automated.

This would be great if we had a larger volume in our library. At present it is beyond our needs.

I question if the cost of OCLC System for our library is justifiable.

I believe too much pressure from OCLC was exerted on our budget making process. We would have retained OCLC if pressure to significantly increase our collections has not been a factor. As it was we increased, but not to the extent required by OCLC. OCLC should have screened us better before allowing us to become involved in the program and waste a great deal of staff time.

1. In general when books were located by OCLC, libraries holding books refused to lend.
2. In searches resulting in borrowing books, time period was definitely not shortened!
3. By measurement against other, similar equipment and systems, cost of OCLC is exhorbitant. Money could be much more wisely spent after investigating other systems.

I have taken several College Courses dealing with computer systems and languages. It is the wave of the future. But on the other hand taxpayers are greatly concerned about tax payments. The library board must balance these needs. Currently there are legislative bills that attempt to cut library's tax monies. We should protect against over-extending ourselves in case monies are cut back somewhat.

APPENDIX F

PATRON WRITTEN ATTITUDE SURVEY RESPONSES

It is not possible to include an exact copy of the attitude survey form with this report since it was printed on 8.5 x 11" paper with the top two inches folded over. The following two pages, however, contain the text of the survey. The header lines were printed on top of the verso of the sheet with the Project logo. This flap was then folded over to cover the introductory material.

Surveys were placed in all participating libraries in the spring of 1981. They were coded on the back so returned surveys could be logged for the correct library. Eight hundred twelve forms were filled out and returned.

To present this report, the number of "no opinion" responses and the percent of the total respondents who gave these responses is given first. These respondents are then removed from the total and each of the other responses is reported as a percentage of the remaining respondents, that is, of the group which did express an opinion.

AUTOMATION IN LIBRARIES

The Illinois Valley Library System, of which your library is a member, is now experimenting with the application of computer technology to library activities. In this experiment, your library uses a computer terminal for several purposes:

a.) To find out which of more than 2000 libraries in the country, including yours, owns a particular book or other library materials.
b.) To request on loan a title owned by another library.
c.) To let other libraries know which books your library owns and to receive loan requests from them.
d.) To find out before, buying a title, which libraries in the Illinois Valley Library System already own it so selections can be made to avoid unnecessary duplication.
e.) To order catalog cards for filing in your library's catalog.
f.) To share information so your library may not need to do cataloging work previously done by another library.

We would like to determine your opinions towards the participation of your library in this automation experiment. Would you please take a few minutes to answer the following questions? Your cooperation will be greatly appreciated.

Do you use this library?
☐ regularly (more than once a month)
☐ occasionally (6-12 times a year)
☐ seldom (less than 6 times a year)

What level of formal education have you so far achieved?
☐ Less than high school
☐ High school
☐ Two year college
☐ Bachelor's
☐ Master's or above

Which, if any, of these categories apply to you?
☐ elementary or high school student
☐ college undergraduate student
☐ college graduate student
☐ faculty member (college or school)

The following statements relate to possible effects of this automation project in your library. Please use the appropriate boxes to indicate the extent to which you agree with each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
It will be easier for me to find which books and other materials the library owns.	☐	☐	☐	☐	☐
It will be easier for me to find which books are owned by other libraries	☐	☐	☐	☐	☐

I will probably borrow more items from the library.	☐	☐	☐	☐	☐
I will probably ask this library to borrow more for me from other libraries	☐	☐	☐	☐	☐
The overall quality of the library service will deteriorate.	☐	☐	☐	☐	☐
I would rather use a card catalog than a computer terminal.	☐	☐	☐	☐	☐
Availability of books in the library will decline because the collection will be used more by patrons of other libraries. . . .	☐	☐	☐	☐	☐
Automation will be a "dehumanizing" influence in the library.	☐	☐	☐	☐	☐
The library doesn't need to cooperate with other libraries. . .	☐	☐	☐	☐	☐
Money would be better spent on buying more materials than on automation projects of this kind.	☐	☐	☐	☐	☐

If you have any other comments to make about this automation experiment, please write them on the back of this form.

Patron Attitude Survey Results

Independent Variables

Library

	No.	Percent
Alpha Park Public Library	44	5.4%
Ayer Public Library	23	2.8%
Bradford Public Library	11	1.4%
Caterpillar Business Library	10	1.2%
* Dunlap Public Library	13	1.6%
East Peoria Elementary District	21	2.6%
Elmwood Public Library	1	.1%
Farmington School District	61	7.5%
Galva Public Library	35	4.3%
* Illinois Central College	24	3.0%
* Illinois Prairie District Library	27	3.3%
Kewanee Public Library	160	19.7%
* Lillie M. Evans Public Library	22	2.7%
Methodist Medical Center	9	1.1%
Morton Public Library	15	1.9%
* Neponset Public Library	6	.7%
Pekin Community High School	75	9.2%
Pekin Public Library	28	3.5%
Peoria Public Library	133	16.4%
Spoon River College Library	3	.4%
Washington Public Library	90	11.1%
Other (not specified)	1	.1%
TOTAL	812	100%

(asterisks indicate libraries with public terminals before or during the survey)

Do you use this library

633 (78%) regularly (more than once a month)
133 (16%) occasionally (6-12 times a year)
25 (3%) seldom (less than 6 times a year)
21 (3%) no response

What level of formal education have you so far achieved?

69 (8%) Less than high school
303 (37%) High school
111 (14%) Two year college
169 (21%) Bachelor's
103 (13%) Master's or above
57 (7%) No response

Which, if any, of these categories apply to you?

204 (25%) elementary of high school student
119 (15%) college undergraduate student
53 (6%) college graduate student
103 (13%) faculty member (college or school)
333 (41%) no response

Libraries by type

	No.	Percent
Academic	27	3.3%
Public - Large (over 100,000 population)	133	16.4%
Public - Medium (5,000 - 10,000 population)	364	44.9%
Public - Small (under 5,000 population)	111	13.7%
School	157	19.4%
Special	19	2.3%
	811	100%

Item 1: It will be easier for me to find which books and other materials the library owns.

For this item, 111 respondents (13.7%) had no opinion. Of those who expressed an opinion (N=701), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
37.7%	52.1%	7.4%	2.8%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	111	13.7%	701	37.7%	52.1%	7.4%	2.8%
Frequency of Library Use							
Regularly	79	12.5%	554	38.1%	51.8%	7.0%	3.1%
Occasionally	20	15.0%	113	36.3%	56.6%	6.2%	.9%
Seldom	6	24.0%	19	31.6%	42.1%	15.8%	10.5%
Level of Education							
Less than High School	14	20.3%	55	45.5%	47.3%	1.8%	5.4%
High School	40	13.2%	263	26.6%	63.1%	7.6%	2.7%
Two-Year College	9	8.1%	102	43.1%	50.0%	5.9%	1.0%
Bachelor's	29	17.2%	140	41.4%	45.0%	10.0%	3.6%
Master's or above	8	7.8%	95	46.3%	42.1%	8.4%	3.2%
Status in School							
Elementary or HS Student	28	13.7%	176	34.7%	58.5%	3.4%	3.4%
College Undergraduate	8	6.7%	111	45.9%	48.6%	5.7%	0.0%
College Graduate	4	7.5%	49	46.9%	38.8%	12.3%	2.0%
Faculty	14	13.6%	89	43.8%	46.1%	7.9%	2.2%

Item 2: It will be easier for me to find which books are owned by other libraries.

For this item, 90 respondents (11.1%) had no opinion. Of those who expressed an opinion (N=722), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
52.9%	42.4%	3.0%	1.7%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	90	11.1%	722	52.9%	42.4%	3.0%	1.7%
Frequency of Library Use							
Regularly	65	10.3%	568	53.7%	41.9%	2.6%	1.8%
Occasionally	15	11.3%	118	50.8%	44.9%	3.4%	.9%
Seldom	6	24.0%	19	57.9%	26.3%	10.5%	5.3%
Level of Education							
Less than High School	19	27.5%	50	52.0%	38.0%	2.0%	8.0%
High School	41	13.5%	262	43.1%	51.5%	4.2%	1.2%
Two-Year College	7	6.3%	104	52.9%	44.2%	1.0%	1.9%
Bachelor's	7	4.1%	162	62.3%	35.2%	1.9%	.6%
Master's or above	3	2.9%	100	64.0%	30.0%	4.0%	2.0%
Status in School							
Elementary or HS Student	40	19.6%	164	45.1%	46.3%	4.9%	3.7%
College Undergraduate	9	7.6%	110	64.6%	31.8%	2.7%	.9%
College Graduate	7	13.2%	46	60.9%	34.8%	4.3%	0.0%
Faculty	3	2.9%	100	62.0%	35.0%	3.0%	0.0%

Item 3: I will probably borrow more items from the library.

For this item, 215 respondents (26.5%) had no opinion. Of those who expressed an opinion (N=597), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
27.6%	49.3%	19.9%	3.2%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	215	26.5%	597	27.6%	49.3%	19.9%	3.2%
Frequency of Library Use							
Regularly	162	25.6%	471	28.9%	48.4%	19.5%	3.2%
Occasionally	36	27.1%	97	23.7%	54.6%	19.6%	2.1%
Seldom	7	28.0%	18	22.2%	44.5%	22.2%	11.1%
Level of Education							
Less than High School	13	18.8%	56	33.9%	55.4%	8.9%	1.8%
High School	90	29.7%	213	20.7%	56.3%	19.7%	3.3%
Two-Year College	27	24.3%	84	25.0%	51.2%	22.6%	1.2%
Bachelor's	40	23.7%	129	34.1%	34.9%	27.9%	3.1%
Master's or above	29	28.2%	74	25.7%	52.7%	16.2%	5.4%
Status in School							
Elementary or HS Student	53	26.0%	151	29.1%	53.0%	14.6%	3.3%
College Undergraduate	27	22.7%	92	33.7%	56.5%	9.8%	0.0%
College Graduate	13	24.5%	40	42.5%	47.5%	10.0%	0.0%
Faculty	23	22.3%	80	30.0%	45.0%	20.0%	5.0%

Item 4: I will probably ask this library to borrow more for me from other libraries.

For this item, 150 respondents (18.5%) had no opinion. Of those who expressed an opinion (N=662), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
31.3%	51.3%	15.1%	2.3%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	150	18.5%	662	31.3%	51.3%	15.1%	2.3%
Frequency of Library Use							
Regularly	108	17.1%	525	33.9%	49.9%	14.1%	2.1%
Occasionally	28	21.1%	105	22.9%	58.1%	17.1%	1.9%
Seldom	7	28.0%	18	11.1%	44.5%	33.3%	11.1%
Level of Education							
Less than High School	18	26.1%	51	31.4%	45.1%	17.6%	5.9%
High School	65	21.5%	238	24.8%	55.5%	17.6%	2.1%
Two-Year College	17	15.3%	94	35.1%	50.0%	14.9%	0.0%
Bachelor's	25	14.8%	144	36.1%	46.6%	16.0%	1.4%
Master's or above	11	10.7%	92	35.9%	54.3%	7.6%	2.2%
Status in School							
Elementary or HS Student	47	23.0%	157	26.1%	49.7%	20.4%	3.8%
College Undergraduate	17	14.3%	102	38.2%	53.0%	8.8%	0.0%
College Graduate	12	22.6%	41	48.8%	39.0%	9.8%	2.4%
Faculty	10	9.7%	93	31.2%	55.9%	10.8%	2.1%

Item 5: The overall quality of the library service will deteriorate.

For this item, 114 respondents (14.0%) had no opinion. Of those who expressed an opinion (N=698), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
3.1%	3.6%	46.6%	46.7%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	114	14.0%	698	3.1%	3.6%	46.6%	46.7%
Frequency of Library Use							
Regularly	89	14.1%	544	3.1%	3.3%	46.3%	47.3%
Occasionally	13	9.8%	120	4.2%	3.3%	46.7%	45.8%
Seldom	7	28.0%	18	0.0%	5.6%	38.9%	55.5%
Level of Education							
Less than High School	8	11.6%	61	1.7%	4.9%	42.6%	50.8%
High School	55	18.2%	248	3.6%	5.7%	54.4%	36.3%
Two-Year College	11	9.9%	100	1.0%	1.0%	44.0%	54.0%
Bachelor's	17	10.1%	152	3.3%	.6%	42.8%	53.3%
Master's or above	13	12.6%	90	3.3%	3.3%	37.8%	55.6%
Status in School							
Elementary or HS Student	29	14.2%	175	4.0%	6.9%	48.6%	40.5%
College Undergraduate	12	10.1%	107	1.9%	1.9%	41.1%	55.1%
College Graduate	3	5.7%	50	2.0%	4.0%	36.0%	58.0%
Faculty	13	12.6%	90	2.2%	1.1%	4.5%	52.2%

Item 6: I would rather use a card catalog than a computer terminal.

For this item, 183 respondents (22.5%) had no opinion. Of those who expressed an opinion (N=629), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
9.7%	16.5%	40.2%	33.6%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	183	22.5%	629	9.7%	16.5%	40.2%	33.6%
Frequency of Library Use							
Regularly	143	22.6%	490	9.8%	16.9%	40.0%	33.3%
Occasionally	29	21.8%	104	9.6%	12.5%	44.2%	33.7%
Seldom	2	8.0%	23	8.7%	21.7%	26.1%	43.5%
Level of Education							
Less than High School	14	20.3%	55	10.9%	10.9%	18.2%	60.0%
High School	75	24.8%	228	10.5%	18.0%	42.1%	29.4%
Two-Year College	22	19.8%	89	7.9%	13.5%	43.8%	34.8%
Bachelor's	43	25.4%	126	9.5%	15.1%	46.8%	28.6%
Master's or above	19	18.4%	84	8.3%	17.9%	42.9%	30.9%
Status in School							
Elementary or HS Student	35	17.2%	169	8.3%	13.0%	32.5%	46.2%
College Undergraduate	19	16.0%	100	8.0%	13.0%	40.0%	39.0%
College Graduate	11	20.8%	42	7.1%	19.1%	38.1%	35.7%
Faculty	29	28.2%	74	10.8%	16.2%	46.0%	27.0%

Item 7: Availability of books in the library will decline because the collection will be used by patrons of other libraries.

For this item, 200 respondents (24.6%) had no opinion. Of those who expressed an opinion (N=612), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
4.4%	15.7%	58.8%	21.1%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	200	24.6%	612	4.4%	15.7%	58.8%	21.1%
Frequency of Library Use							
Regularly	159	25.1%	474	4.4%	15.2%	61.0%	19.4%
Occasionally	26	19.5%	107	2.8%	15.0%	52.3%	29.9%
Seldom	9	36.0%	16	12.5%	31.2%	43.8%	12.5%
Level of Education							
Less than High School	25	36.2%	44	0.0%	20.5%	50.0%	29.5%
High School	83	27.4%	220	7.3%	19.5%	59.1%	14.1%
Two-Year College	28	25.2%	83	3.6%	15.7%	59.0%	21.7%
Bachelor's	36	21.3%	133	1.5%	8.3%	64.6%	25.6%
Master's or above	14	13.6%	89	2.2%	12.4%	61.8%	23.6%
Status in School							
Elementary or HS Student	56	27.5%	148	6.8%	23.6%	51.4%	18.2%
College Undergraduate	27	22.7%	92	3.3%	20.6%	51.1%	25.0%
College Graduate	13	24.5%	40	0.0%	10.0%	55.0%	35.0%
Faculty	20	19.4%	83	1.2%	12.0%	68.7%	18.1%

Item 8: Automation will be a "dehumanizing" influence in the library.

For this item, 130 respondents (16.0%) had no opinion. Of those who expressed an opinion (N=682), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
6.0%	11.9%	50.6%	31.5%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	130	16.0%	682	6.0%	11.9%	50.6%	31.5%
Frequency of Library Use							
Regularly	100	15.8%	533	5.8%	12.8%	50.6%	30.8%
Occasionally	16	12.0%	117	6.0%	8.5%	49.6%	35.9%
Seldom	9	36.0%	16	12.5%	6.2%	37.5%	43.8%
Level of Education							
Less than High School	15	21.7%	54	9.3%	16.7%	37.0%	37.0%
High School	61	20.1%	242	8.7%	13.2%	53.3%	24.8%
Two-Year College	15	13.5%	96	4.2%	11.4%	50.0%	34.4%
Bachelor's	17	10.1%	152	4.0%	7.9%	52.6%	35.5%
Master's or above	11	10.7%	92	2.2%	10.9%	53.2%	33.7%
Status in School							
Elementary or HS Student	42	20.6%	162	11.7%	13.6%	43.2%	31.5%
College Undergraduate	14	11.8%	105	4.8%	12.4%	40.9%	41.9%
College Graduate	7	13.2%	46	4.4%	6.5%	54.3%	34.8%
Faculty	15	14.6%	88	1.1%	10.2%	61.4%	27.3%

Item 9: The library doesn't need to cooperate with other libraries.

For this item, 58 respondents (7.1%) had no opinion. Of those who expressed an opinion (N=754), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
1.5%	1.6%	37.1%	59.8%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	58	7.1%	754	1.5%	1.6%	37.1%	59.8%
Frequency of Library Use							
Regularly	46	7.3%	587	1.5%	1.5%	35.8%	61.2%
Occasionally	5	3.8%	128	.8%	1.6%	42.9%	54.7%
Seldom	1	4.0%	24	0.0%	0.0%	33.3%	66.7%
Level of Education							
Less than High School	6	8.7%	63	1.6%	0.0%	30.2%	68.2%
High School	29	9.6%	274	1.4%	2.2%	44.9%	51.5%
Two-Year College	5	4.5%	106	0.0%	0.0%	29.2%	70.8%
Bachelor's	4	2.4%	165	1.2%	.6%	37.6%	60.6%
Master's or above	2	1.9%	101	1.0%	3.0%	32.7%	63.3%
Status in School							
Elementary or HS Student	25	12.3%	179	1.7%	1.7%	36.3%	60.3%
College Undergraduate	6	5.0%	113	0.0%	0.0%	32.7%	67.3%
College Graduate	3	5.7%	50	0.0%	4.0%	32.0%	64.0%
Faculty	3	2.9%	100	1.0%	1.0%	39.0%	59.0%

Item 10: Money would be better spent on buying more materials than on automation projects of this kind.

For this item, 208 respondents (25.6%) had no opinion. Of those who expressed an opinion (N=604), the distribution was:

Strongly Agree	Agree	Disagree	Strongly Disagree
10.1%	17.1%	48.5%	24.3%

BREAKDOWN BY INDEPENDENT VARIABLES

	No Opinion (Number and Percent of Respondents)		Respondents Expressing an Opinion				
	No.	Percent	N	Strongly Agree	Agree	Disagree	Strongly Disagree
All Respondents	208	25.6%	604	10.1%	17.1%	48.5%	24.3%
Frequency of Library Use							
Regularly	162	25.6%	471	10.6%	15.9%	49.5%	24.0%
Occasionally	30	22.6%	103	7.8%	20.4%	46.6%	25.2%
Seldom	7	28.0%	18	16.7%	16.7%	33.3%	33.3%
Level of Education							
Less than High School	17	24.6%	52	13.5%	17.3%	42.3%	26.9%
High School	98	32.3%	205	13.2%	24.9%	45.8%	16.1%
Two-Year College	25	22.5%	86	5.8%	15.1%	48.9%	30.2%
Bachelor's	33	19.5%	136	7.4%	11.0%	54.4%	27.2%
Master's or above	21	20.4%	82	8.5%	8.5%	57.3%	25.6%
Status in School							
Elementary or HS Student	57	27.9%	147	15.0%	22.4%	41.5%	21.1%
College Undergraduate	28	23.5%	91	8.8%	13.2%	41.7%	36.3%
College Graduate	7	13.2%	46	8.7%	13.0%	43.5%	34.8%
Faculty	25	24.3%	78	6.4%	9.0%	62.8%	21.8%

Patron Comments

Ayer Public Library

I think this program is a great advantageous step forward. Much time, effort, and duplication can be avoided by implementing this system, I am sure.

Caterpillar Tractor Company - Business Library

Like it or not computer technology is here to stay and we had better be prepared for it.

Dunlap Public Library District

I personnally think increased usage of computers will enhance usage of all library materials and services — would favor more development!

I really don't know how to use the computers, but I hope to use the automation as it will be easier to locate books. (Since I am a very avid reader.) I do think this is a very good idea, though.

I think you should teach the people to use them.

This machine, or computer will take time for people to learn to operate. It will help weaken the human mind.

East Peoria School District #86

Can see college level or high school would get more use, where much research is done.

Galva Township Public Library

The quality of the Galva Library and I'm sure others of its size are directly related to its human staff. As an extra to this staff I'm in favor of computerization, as any form of replacement NO!

Perhaps a "happy medium" between computer automation and conventional library usage can be obtained.

Without knowing a whole lot about this project I believe Galva is too small of a community for this type of thing to pay off. It is, no doubt, expensive.

Illinois Central College - Learning Resource Center

There is certainly a great deal libraries could do to make material available to users. I feel that in the future libraries will be forced to automate and work together simply to avoid financial chaos.

I strongly encourage automation!

Instructions (explicit) are needed!

Please don't raise the tuition. Please don't fire anyone. Unemployment rate is bad enough. You really don't need to spend the money.

Illinois Prairie District Public Library

Excellent idea!!

Kewanee Public Library

As long as the human element remains in the service, I have no objection to a progressive change.

I think a computer would mean progress. If it is a good one it will help many situations.

I like the idea of automation as it has made so many additional materials available to me - and quickly.

Overall, I believe this idea could have some merit.
Concern should be directed at:
(1) whether or not this would/could create a "DRAIN" on book (etc.), at this institution
(2) Is the "COST" worth the convenience?
    (a) Would the amount of use of this system justify the cost.
(3) How many other facilities are (or are considering) using this system.

Automation has many advantages and disadvantages.
The advantages are obvious:
- Less time spent looking for books.
- Efficiency for the library in keeping track of where its books are.

Disadvantages

If this computer system is placed into every library where the general public is able to set and press a few buttons in order to obtain answers more rapidly, then this type of system is very dehumanizing. I favor a strong, central computer (possibly located in Chicago or Springfield) where a librarian at any library in the state of Illinois can use a simple terminal machine and find the answers to a customer's problem. There should only be one terminal in each library, and this computer terminal should be placed out of the view of the people who use the library. Also, this terminal should be connected directly to the main computer, and whenever a customer needs an answer, the customer writes the question for the librarian, the librarian takes the question to the terminal which should be located in the back room, she types the question, and in 5 seconds, the main computer will supply the answer.

Putting our libraries into automation would in effect put MORE people out of jobs and I strongly disapprove of that. Computers are a very good tool for man when used correctly. But it can also be a quote "dehumanizing" weapon at the same time. I hope my quote and other words will be taken into considerable attention. Many times I have been helped by a Kind Librarian at time when help was greatly needed. (Even over the phone.)

Lillie M. Evans Memorial Library

Wonderful!!!
The Lillie M. Evans Memorial Library in Princeville, IL is terrific for a small town. The ladies there are always looking up something for me or getting books from another library. This saves a lot of energy, time, and gas.

As an author, I require access to information which is often contained in books not in this library. I must be able to locate such books, - sometimes quickly - an impossibility, considering that this task must be left to the library personnel, who also have numerous other jobs to attend to. All in all, I feel that library service could be greatly improved by the incooperation of a computer book-finding system.

Methodist Medical Center of Illinois - Medical Library

I feel that the computer programs are poorly designed from a "human technology" standpoint. Terminal programs need to be rewritten to make it easy for the untrained user to interact with them. Also more material should be stored electronically. This would eliminate the need for transfer of sheets of paper.

Morton Public Library

Introduction to computer technology is an education in itself. Introducing students to it at an early age and at a home environment, (neighborhood) would be very beneficial. It would create interest and eradicate fear of computers. The use of the terminal is in every aspect of our lives from our telephone calls to paying most of our payroll checks.
It would also make research easier and more efficient. In order to have more information on topics that concerned me, I have used the Peoria library.

I sincerely think it is a good idea.
A computer is a valuable tool in these circumstances.

Automation is here to stay and, initially, the cost may seem large, but overall it will be cheaper, therefore the library (or the system) could buy more books.

I have used the system at other libraries and none of the last six things has happened there! People who feel that way have never experienced the frustration involved in not being able to find a book and are thereby unqualified to answer.

Pekin Community High School District #303

I think it would make things much more easily accessible.

First of all, I believe that the card catalog is very important. If students have to all use the same terminal, it will make it possible for only one student at a time to find a book, thus slowing down the students and causing a line. With the individual card catalog drawers, more students can use the information at the same time. Also, students will all have to be carefully taught how to correctly use the terminal. Overall, I feel that the computers will help students, especially in finding information not available here.

It's possible that this computer automation could be a dehumanizing factor. However, many people choose to ignore librarian's help. Also, they may be able to help a customer more easily, if the necessary information is there at the touch of a few buttons. I believe the Pekin Public Library has something similar to this - it seems helpful, especially for interlibrary loans, etc. Would this be to replace a card catalog - would the public actually, use the computer, or would it be a staff tool for helping them? This isn't quite as clear. (The PPL is for staff use only) I highly doubt that this would cause library efficiency to deteriorate. It should help a great deal.
Money could possibly be spent on buying other materials, but through the purchase of the computer, interlibrary loans should be easier, thus increasing the availability of materials.

Pekin Public Library

I think automation will better improve the quality of information available to library patrons for use in research projects, experiments, & etc. If the automation project is put in the money otherwise used for buying more materials will be used in making the same materials and extras available to the public - which is what the purpose of the library is. I hope the terminal goes in.

I think that it will be easier to check out a book.

I am a Theology Student that studies on my own with a very large personal library. Still, I like to use your ILL Library System Service as it allows me to investigate books I do not own or are unable to acquire elsewise. Also, if a book is of great importance and is still available for purchasing, it allows me not to waste my money on books that turn out to be of little use and spend on books I will use a lot. Also, the Pekin Library has no books on the subjects that I am interested in such as Ancient Hebrew, Greek, and Aramaic, also Documents and Textual Criticism, not to speak of Higher Criticism and its branches. Your New System would make it possible for me to tap into the large wealth of information in greater libraries such as the UofI.

I have used the Illinois Valley Library System as much, probably as anyone in this area. Without such a system, I don't think I would have been able to have found half the information needed for my project. Many people rate universities, in quality, by the number of volumes of books in their library, and if you check this feature of Universities you find the better schools have the larger library. Then what about communities? I believe they probably are as progressive as the efficiency of their library system, too.
I cannot think of a more useful application for a computer than to increase the book population of your library at so little cost and maintenance, than the system you have in mind. I will be the first to point out that the system must be used, and the people must know of its existence, in order to take advantage of it. Good luck, I hope you get the system, it will be a step ahead for Pekin & the area.
Thanks for your many past services.

Peoria Public Library

I strongly support the participation of Peoria Public Library in this experiment. It has been my experience that automation leads to better library service, freeing the staff of much of the busy work to be free for more important public service duties.

After utilizing a number of automated library systems at various universities, my only complaint was that the computer programs weren't USER ORIENTED enough. A few systems even changed their entire cataloging system, which isn't necessary at all. The 3 methods of categorizing books (author's name, book title, and subject) are already familiar to the library users and any change would only confuse them, as it did me on a couple of occasions.

In the long run, computers will save money. The biggest obstacle is educating the users.

I feel the automation system will be a terrific asset and make the library more resourceful to its users.

An automated system will make the library more accessible and easier to use.

I'm looking forward to the automation process and am pleased that the P.P.L. has such farsighted goals!

I think it is an excellent futuristic project. I've been waiting for this!

Need to get "with it"! NOW!

My hometown library system (Montgomery County, MD) is automated and is an efficient and well organized system.

Use Bradley's computer and find it extremely useful and necessary - indispensable for serious research.

The computer age! We needed it a long time ago. What has delayed the library's acquisition of this more accurate, more speedy, more efficient system?

I own operate and run two businesses, and I find that keeping this simple is best.

It depends on the cost.

I pay $25 per year to use the library. You'd probably have to raise the per annum rate. Hope you don't!

Put instruction about how to use the computer terminal by the terminal. It's sad to say, but I wonder how long the computer will last before someone breaks it.

Short classes should be conducted weekly for a few months for all interested library users to familiarize them with the machines.

If a computer is used, I would like to see it also used on check-in (both upstairs and via bookdrop) to speed the reintegration process of books checked back in.
Goal: Reduce the amount of books in "float"
Reduce the overall "float" time
If a computer is used (via terminals) to substitute for the card catalog, then improve access by

1. Expanded cross-referencing
2. Have terminal show you current status of book you are seeking
   (i.e.: Available
   on loan
   at another facility
   restricted
   etc.

Tie the computer in to: book intake
book outtake
to provide instant status updates to the system.
(Why have a computer if the information is going to be 4 or 5 days old. We have that now.)
Before asking for tax dollars or committing budgets, be sure to study how other library systems have made out with computers.
Yes! Properly done I would support a tax request for computers.

Automation would probably be a treat but how can you afford that when you can't afford to be open on Saturday?

Automation cannot be justified cost-wise because volume or usage of the equipment would not nearly utilize the equipment's full capabilities. That is, the equipment would be idle too much of its available time. In a bigger city or in a city where volume (usage) would be greater, then, perhaps, the acquisition of automated equipment might be justified cost-wise.

Service by librarians at the Peoria Public Library is far better (it's excellent) than the computers will ever be.

We have too many people today out of work and unable to find jobs. With automation coming into existence it is only putting more in the ranks of the unemployed and since the economic conditions existing in the world as they are today the last thing we need is more people put into the unemployment lines and on welfare rolls.

It would be nice if the same service of coordinating libraries in the system could be done with the card catalog. I hate using computers. They hurt my eyes.

Why do you spend all tax monies on machines and not on people and books?! and on more magazine? especially in other languages?!

Spoon River College - Learning Resource Center

I think it's a very good idea. It will make the library faster and easier to use!

I think that it is a fantastic idea if -

a. It is simple enough for students to use it without help.
b. Students can't mess it up by playing with the buttons.

Washington Township Public Library

I very much like the idea of computerization. It is especially valuable for students to get a practical use of computer indexing.

When will I be able to read a book on my TV at home?
In other words call for a given book and be able to read it on TV at my rate.

I don't know how to use a computer but I can learn.

I think this program would be excellent for a branch library by increasing the availability of circulating materials from other libraries. It would also save energy - less driving would be necessary by having branch libraries have easier loan access to larger collectons ... my only qualm is operating a computer terminal.

I think it will be very rewarding because I enjoy getting books that other libraries have. I often send out for books.

I have used a library computer terminal in the past and found it most helpful. I do not believe automation dehumanizes a library.

Personally I am very satisfied with your present service, especially in obtaining material from elsewhere.

I believe that there will be several problems with the computer. I think that both good and bad should be evaluated carefully to see whether there is presently a need for the patrons to have access to the program since they could use Bradley's system.

I do not feel that there is any need to speed up access of books. When I request books now, they are available within 2-3 days usually; never more than one week has ever elapsed from the day of my request to receiving it.

1. It'll have to be much better programmed than when we tried it out. It was disappointing then. I asked it about several books that I had borrowed before and it didn't know about them.
2. It'll not replace the cards. Some people will never adapt and some (me-for a while) will use it for a toy.

Automation no doubt would make location and availability of books much more quickly known. Speed is not necessarily the major consideration, however. The cost of such an apparatus, and connecting the many libraries in the IVLS, plus how many others may be considered for inclusion, would be a very substantial one and I don't think at this time that the game is worth the candle.

APPENDIX G

MID-PROJECT DIRECTORS' INTERVIEW RESPONSES

During May of 1981, the director of each Project library was interviewed individually at the Illinois Valley Library System. At that time, the OCLC Experimental Project officially existed for seventeen months, and most libraries had been using the terminals for eight to twelve months. Additional information concerning the status of the Project at that time is contained in the body of the report.

The interviewees included the four directors of the "partial participants." These four libraries had been using OCLC before the Project and were receiving very little, if any, direct support for OCLC operations from Project funds. They had, however, agreed to help with various tests and surveys. The remaining twenty-nine libraries that were receiving full Project support were known as "full participants."

In the case of two school districts, the interview was held with more than one person. These districts had no overall coordinator for library services, so the directors of all units of service were interviewed together. Their responses, however, were tallied as one.

The set of questions was not available to directors before the interviews, although they knew, of course, that the general topic was OCLC. These questions are included after this introduction. In the report of responses, the question is given first with the number (N) of respondents for which the question was relevant. Responses are roughly grouped and arranged from the most to the least frequent. A general response category is followed by the number and percent of directors to express that opinion. Indented under some of the general categories are quotes from individual respondents that illustrate the range or tone of the responses grouped there.

The results of this study are included in several tables in the body of this report. In most cases they are compared to the results of the end-Project interview studies where only full participants were interviewed. In order to make this comparison more meaningful, the responses in such tables are reported only for the full participants (N=29). For this reason, figures in this report will not always match those in the tables.

IVLS/OCLC Project
Director Interview
May 1981

Interview no.________________

Library:______________________________ Date:__________________________

I. In making your decision to participate in the System OCLC Project, what were some of the major factors that you considered?

OR

What were some of the key factors that were originally involved in your decision to join OCLC? (for pre-Project OCLC members)

II. What was the major factor in your initial decision to participate?

III. Was there a key person or group that was a major influence on your decision to participate?

IV. What were/are your expectations regarding your participation in the OCLC Project?

V. What do you see as the benefits

of using OCLC in general?

of using OCLC in your cluster arrangement?

VI. What do you see as the disadvantages

of using OCLC in general?

of using OCLC in your cluster arrangement?

VII. At this point in the Project do you feel that benefits outweigh the disadvantages?

VIII. I am assuming that you are now considering your decision about continuing with OCLC after the Project ends. I know that you don't have all the information you need, but,

What do you think will be the key factors in that decision?

IX. Can you weight them? What will be the major factor?

X. Is there anything else that the Project or System staff could have done

to facilitate your participation in OCLC?

to facilitate your participation in the OCLC cluster arrangement?

XI. What assistance should IVLS provide after the OCLC Project is concluded?

MID-PROJECT DIRECTORS' INTERVIEW RESPONSES

DECISION TO PARTICIPATE

In making your decision to participate in the System OCLC Project, what were some of the major factors that you considered? (N=33)

Increased level of patron services (29 // 87.8%)

> "Expanding access through interlibrary loan."
> "Nothing to loose, patrons could only benefit."
> "The means for developing student skills, knowledge and access to information."

Involvement perceived to be a futuristic statement (16 // 48.5%)

> "Automation is the way of the future."
> "It's a step out of the 'Dark Ages'."
> "Innovative."
> "Must keep tentacles in the future."
> "Places libraries in the mainstream."
> "We were happily decaying before this opportunity came along."

Opportunity to test/evaluate the application of technology (12 // 36.4%)

More effective utilization of existing staff (10 // 30.3%)

Cooperative attitude toward an IVLS-endorsed project (9 // 27.3%)

> "If we're going to be members of IVLS, it is important we interact within the System."
> "We had no concern about loss of autonomy."

Responses with a frequency of 25% or less:

Cost-beneficial opportunity to increase patron services (6 // 18.2%)

Opportunity for personal growth and professional development (5 // 15.2%)

Participation as the first step in a total automation project (3 // 9.1%)

Generation of a machine-readable bibliographic record (1 // 3%)

Libraries with limited staff could benefit from the expertise of the staffs of larger libraries (1 // 3%)

Which was the major factor in your initial decision to participate in the Project? (N=33)

Enhancement of patron services (20 // 60.6%)

Responses with a frequency of 25% or less:

Effective utilization of existing staff (6 // 18.2%)

Opportunity to test and evaluate the cost-beneficial application of technology (3 // 9.1%)

First step in a total automation project (3 // 9.1%)

Generation of a machine-readable record (1 // 3%)

Was there a key person or group that was a major influence on your decision to participate? (N=33)

Yes (22 // 66.7%)

IVLS information and endorsement (14 // 42.4%)

Other librarians within the IVLS System (8 // 24.2%)

Library board members who had served on IVLS board (4 // 12%.1)

No (11 // 33.3%)

EXPECTATIONS

What were/are your initial expectations regarding your participation in the OCLC Project? (N=33)

Anticipation of new and/or enhanced services to patrons (23 // 69.7%)

Anxiety regarding whether they could "handle the technology" and/or "learn the skills and knowledge necessary to effectively utilize it." (14 // 42.4%)

> "Afraid I would goof up the works."
> "Didn't really know enough to ask a decent question."
> "The training was an 'earth shaking experience'."
> "Can you really teach an old dog new tricks?"
> "My fear was, could I ever 'get on top' of all this?"
> "I knew that I could never learn all this, but they told me I could do it, so I'm trying."

Concern over staff resistance/acceptance, i.e. change, adaptation, etc. (14 // 42.4%)

Responses with a frequency of 25% or less:

Challenged by the opportunity for professional growth and development (6 // 18.2%)

Initial expectations were realistic, based on background and previous experience (6 // 18.2%)

Concerned whether specialized, technical and/or non-print resources would be found in data base (5 // 15.2%)

Concerned over what would happen at the end of the project, i.e. could they maintain involvement financially, would IVLS support continue, what does it really cost, etc. (5 // 15.2%)

Concerned over management/safety/housing of the equipment (4 // 12.1%)

No anticipation of staff adjustment problems (4 // 12%)

Concerned about the dehumanization associated with automation (2 // 6.1%)

Concerned that adding holdings to OCLC would increase demands on their own collection from other libraries (2 // 6%)

Anticipated major improvement in cataloging (2 // 6.1%)

Concerned about how the cluster would really function (2 // 6.1%)

Hoped that the acquisitions and serial sub-systems would become operational before they needed to make a decision about continuation at end of Project (2 // 6.1%)

Hoped increased services and patron activity would give justification for increasing staff (1 // 3%)

Anticipated problems regarding forced standardization in cataloging procedures (1 // 3%)

Anticipated minor 'headaches' (1 // 3%)

Hoped to reactivate a school district union catalog (1 // 3%)

"Wished I had known then what I know now. Never would have agreed to participate. The time commitment is just too great." (1 // 3%)

BENEFITS

Directors of participating libraries were asked to respond to two questions concerning the benefits as they perceived them:

1. The benefits of the utilization of OCLC in general.
2. The benefits of the utilization of OCLC in a cluster mode.

Benefits of utilization of OCLC (N=33)

Patron access to resources was enhanced (24 // 72.7%)

> "It has opened a world of resources for our patrons."
> "Limitless resources at our fingertip."

"Greatly increased volume of interlibrary loan requests."
"Community could never provide for information needs of patrons in any other way."

Cataloging is fuller, better quality and more uniform (23 // 69.7%)

"Fuller and better quality cataloging."
"Cataloging looks more professional."
"Uniformity in cataloging is enhanced."

Benefits are just now beginning to be realized (18 // 54.5%)

Cataloging workflow has been enhanced (17 // 51.5%)

"Turnaround time for cataloging much less."
"We were amazed at a 85-90% hit rate for highly technical resources in the data base."
"The fact that we have found the National Library of Medicine subject descriptions in data base has contributed to an enhanced workflow in cataloging."

Public relations value, i.e. increased sense of worth externally and/or internally (15 // 45.5%)

"Libraries have been in a separate environment for so long. Automation makes them more line the rest of society."
"Has improved self-image of libraries."
"There is a renewed sense of value and credibility."
"Keeps small libraries in touch with the future."
"We really aren't doing anything new but the services are now more visible and recognized by patrons."
"Participating libraries of all sizes and types have a sense of being on equal footing."
"Terminal is much friendlier than the card catalog for patron interaction."
"There has been greater recognition on the part of faculty that student's need for increased retrieval skills."
"Previously thought our small library would have nothing anyone would want."

Staff effectiveness and/or efficiency has been increased (12 // 36.4%)

Job satisfaction and/or job enhancement has improved (11 // 33.3%)

"Work is less tedious and tiresome."
"Less boring than the manual procedures."
"It's a challenge."
"There has been skill and knowledge enhancement."
"It's a new art, that is a challenge to be mastered."
"We feel current."
"Hard to get staff away from the terminal."

Responses with a frequency of 25% or less:

Verification function (5 // 15.2%)

Collection development function (4 // 12.1%)

Machine-readable bibliographic record for later automation applications (4 // 12.1%)

Project participation has provided an experience in judgement and/or provided the opportunity to test/evaluate (3 // 9.1%)

Using terminal and printer for word processing (mailing labels, etc.) (3 // 9.1%)

Label production on the terminal and printer (2 // 6.1%)

Aid in weeding, to check for recent editions, etc. (1 // 3%)

High hit rate on technical materials (1 // 3%)

Information (reference) function (1 // 3%)

"Electrical outlets in the library are a major benefit." (1 // 3%)

"The global library concept that OCLC can foster." (1 // 3%)

Benefits of utilization of OCLC in cluster mode (N=24)

Opportunity to test/evaluate the application of automation (18 // 75%)

> "No other way we could have had this opportunity."
> "Gave us the chance to be part of the future."
> "With a total book budget of less than $1000, how would we ever have had the chance to test and experience automation."

Cluster mode increased and/or cemented understanding, cooperation, and communication among member libraries (17 // 70.8%)

> Realization between a public and school library that "we are both serving the same public."
> "Cemented already good relations."

Responses with a frequency of 25% or less:

Access to terminal in-house as host library (6 // 25%)

Cataloging being done by host (1 // 4.2%)

Access to expertise of host library staff by guest (1 // 4.2%)

DISADVANTAGES

Directors of participating libraries were asked to respond to two questions related to the disadvantages/concerns they perceived:

1. The disadvantages/concerns of the utilization of OCLC in general.

2. The disadvantages/concerns of the utilization of OCLC in cluster mode.

Disadvantages/concerns of utilization of OCLC in general (N=33)

Downtime and its negative effect (i.e., frustration) and loss of time for staff and patrons (19 // 57.6%)

Lack of subject access (18 // 54.5%)

> "I beg, plead and dream of subject access."

Burdensome documentation received through OCLC and the Network (16 // 48.5%)

> "No discrete staff to review."
> "Poorly organized with no index."
> "Primitive."
> "Not functional."
> "Key information buried in narrative."
> "Overwhelming."
> "Needs to be completely updated more frequently."

Cost anticipated to be a major possible disadvantage in future, depending on the findings of the Project (16 // 48.5%)

Large commitment of time required for retrospective conversion (10 // 30.3%)

> "Volunteered many extra hours of time to the job."
> "Libraries considering OCLC should know that retrospective conversion will take a major allocation of time, but that it's worth it."

Cataloging process takes more time now than before OCLC (8 // 24.2%)

Initial ILLINET Training Workshop was not helpful (8 // 24.2%)

> "Poorly designed and conducted."
> "Traumatic."
> "No real value."
> "Got us off to a very negative start."

Poor terminal response time (7 // 21.2%)

> "This has been true for the entire period of the Project."
> "We are now experiencing poor response time in the evenings and on Saturday."
> "Those of us with dial-access terminals have experienced particularly slow response time."

Responses with a frequency of 25% or less:

Fullness of cataloging not needed (6 // 18.2%)

Participation requires continuous staff training, particularly for new staff (6 // 18.2%)

Loss of flexibility in staffing patterns, staff scheduling dictated by the machine (5 // 15.2%)

Physically accommodating the terminal and the associated activity centered around it (5 // 15.2%)

Slower turnaround time in cataloging (5 // 15.2%)

Internal paperwork generated through the use of OCLC for cataloging and ILL (5 // 15.2%)

> "There is just more clutter and chaos."

OCLC Inc.'s lack of administrative responsiveness to member libraries, particularly 'small ones' (4 // 12.1%)

> "We have not had input into major decisions."
> "Poor attitude generally."
> "OCLC's arbitrary cost increases are indicative of their lack of understanding of member libraries, i.e. budget year, etc."
> "The real question is, can we as librarians hold impact/shape OCLC decisions in the future."

Requires more staff time to handle a single ILL request than prior to Project participation (4 // 12.1%)

> "There is added paperwork, and more information that must accompany each request."
> "Participating libraries cannot develop the same level of expertise in obtaining materials that a System staff can."

Not realizing the savings in staff time that was anticipated (3 // 9.1%)

Special access problems with the OCLC data base, i.e. foreign journals, corporate entries, conference proceedings, non-print resources (3 // 9.1%)

Long-range planning is required (3 // 9.1%)

Time needed for travel to meetings, for evaluation procedures, etc. (3 // 9.1%)

Lack of interface with other automated systems (2 // 6.1%)

Increased load of ILL requests filled for other libraries - costs of staff time and postage (2 // 6.1%)

Staff or personal anxiety (2 // 6.1%)

'Terminal withdrawal' when the public access terminal is removed (2 // 6.1%)

"Access to information is limited because only one patron can use the terminal at a time." (1 // 3%)

OCLC system does not operate on Sunday (1 // 3%)

No way to review quality of archive tape (1 // 3%)

Lack of Sears subject headings (1 // 3%)

"People going into OCLC should know that there is a long period of frustration and confusion that goes with the learning and implementation process. But, if you want to conquer it, you can. Just work out problems one by one." (1 // 3%)

Disadvantages/concerns to the utilization of OCLC in cluster mode (N=24)

In reporting the response to this question, a universe of 24 was established. Six libraries were new to the Project, having joined after December 1980, and three libraries had no experience operating in a cluster mode.

The responses to this question are reported in two categories representing the experience of the interviewee, as either guest or host in an OCLC cluster.

As host: (N=12)

Scheduling and providing access to terminal (5 // 41.7%)

Scheduling was not a problem (5 // 41.7%)

Accommodating the guest in existing physical layout (5 // 41.7%)

Additional time required to maintain ILL sub-system for guest (3 // 25%)

Some expectations of guests related to turnaround time for cataloging are unrealistic (1 // 8.3%)

As guest: (N=12)

Scheduling use and gaining access to the terminal (10 // 83.3%)

Down time and the accompanying frustration is greater when in the guest mode (9 // 75%)

More time-consuming process to be a guest than a host (8 // 66.7%)

Time required to travel to host library (7 // 58.3%)

Loss of flexibility of staffing, work patterns, need to 'batch' work (3 // 25%)

Freeing staff to be away while maintaining library service (2 // 16.7%)

Additional costs as guest, i.e. gas, travel time, paperwork, etc. (2 // 16.7%)

Unable to be really responsive to incoming ILL requests (1 // 8.3%)

Loss of public relations value without terminal in-house (1 // 8.3%)

Working out the details of communications system with host (1 // 8.3%)

BALANCE OF BENEFITS AND DISADVANTAGES

At this point in the Project, do you feel that the benefits outweigh the disadvantages? (N=27)

Yes (19 // 70.4%)

"Absolutely"

"Very definitely"

"Oh, yes!"

"Worth almost any inconvenience."

No (1 // 3.7%)

"Definitely not!"

Cannot evaluate at this time (7 // 25.9%)

DECISION CONCERNING CONTINUATION

What are the factors that you are considering in reaching your decision to continue with OCLC at the conclusion of the Project?

Eight directors indicated that the question was not applicable to their situation. Seven are committed to continuation with OCLC and one has decided at this point not to continue. Therefore, the universe for reporting responses was reduced to 25. (N=25)

Cost/benefit ratio to the participating library, i.e. per unit costs (both ILL and cataloging); utilization of staff time; enhancement of patron services (23 // 92%)

Enhanced services to patrons (9 // 36%)

Effective use of staff time (8 // 32%)

Distribution of Project-owned OCLC terminals to libraries at the end of the Project (7 // 28%)

Responses with a frequency of 25% or less:

Interface of OCLC with circulation control system (5 // 20%)

Keeping in step with future direction of libraries (3 // 12%)

Interlibrary loan capability (3 // 12%)

> "ILL, the rest is gravy."

Future development of the serials and acquisitions sub-systems (2 // 8%)

Cost (without explicit reference to benefits) (2 // 8%)

Other library priorities, i.e., building programs, land acquisition (2 // 8%)

Additional comments included:

> "It will be a major blow if we can't continue."
> "As long as I am there, OCLC will be there."
> "If other libraries decide to continue, we won't want to be left out."
> "If it's not cost-effective, don't tell me."
> "We must keep from becoming isolated."
> "Can't imagine operating without it now."

What will be the major factor in your decision on whether to continue with OCLC at the conclusion of the Project? (N=25)

Eight directors indicated that the question was not applicable to their situation. Seven are committed to continuation with OCLC and one has decided at this point not to continue. Therefore, the universe for reporting responses was reduced to 25.

Cost/benefit ratio (13 // 52%)

Responses with a frequency of 25% or less:

Cost (without explicit reference to benefits) (6 // 24%)

Enhanced service to patrons (5 // 20%)

OCLC, Inc., administrative responsiveness to member libraries (1 // 4%)

PROJECT EVALUATION

Was there anything else that the Project or System staff could have done to facilitate your participation in OCLC and/or in the OCLC Project cluster mode? (N=27)

> Although the question was framed as stated, the most frequent answer to this question reflected a positive response toward the leadership, assistance and attitude of the OCLC Project staff (23 // 85.2%)
>
> > "I think they've done a marvelous job."
> > "Really, they have been wonderful."
> > "Linda and Barbara have just been great."
> > "IVLS has bent over backwards to anticipate and respond to our needs."
> > "They are never 'grouchy or owly'."
> > "Marvelous job."
> > "We were never made to feel like dummies."
> > "They have been very helpful."
> > "These girls are wonderful."
> > "Certainly helpful."
>
> Project newsletters and 'cheat sheets' (quick reference sheets) have been extremely helpful (21 // 77.8%)
>
> Training needs to be enhanced or adjusted (9 // 33.3%)
>
> > "Basically good but too intense. There was no time to digest and plan before implementation."
> > "During the next year we need more enhancement- type training."
> > "More frequent training needed. Suggest a 3-month rotation schedule."
> > "Too much of a gap between training and application."
>
> Project staff needs to keep participating libraries continually appraised of actual costs of utilization (7 // 25.9%)
>
> Responses with a frequency of 25% or less:
>
> > Project Director was hired much too late. Delay in hiring resulted in a loss of valuable Project time (5 // 18.5%)
> >
> > > "Anticipation level was high, and we had to wait and wait and wait to get started."
> > > "The OCLC Project staff has done a marvelous job of picking up the pieces and moving us ahead."
> >
> > Project staff did not provide participating libraries with a decision-making framework for planning. (i.e. variables concerning time allocations, staff scheduling, etc.) prior to implementation (4 // 14.8%)
> >
> > IVLS proposal for the OCLC Project promised to test more than was realistic (3 // 11.1%)

More dialogue needs to be encouraged within clusters and among participating libraries (2 // 7.4%)

OCLC profiles were written much too early and did not anticipate adequate holding libraries, etc. (1 // 3.7%)

Background of the OCLC Project staff is academic, resulting in a lack of perspective on public library problems (1 // 3.7%)

We needed third-party intervention within the cluster to resolve problems, define procedures, etc. (1 // 3.7%)

OCLC Project has been slowed down by the policy of allowing libraries to enter Project at various times. On-going problem is that libraries are continuously at various levels of understanding and progress (1 // 3.7%)

Some libraries are being allowed to 'misuse' the Project for their own benefit (1 // 3.7%)

What assistance should IVLS provide after the OCLC Project is concluded? (N=33)

IVLS staff, along with the OCLC Project staff, needs to develop a rationale and a strategy that can be locally adapted to assist libraries in the decision-making process regarding continuation with OCLC. (16 // 48.5%)

> "Should we utilize the book budget?"
> "Are there additional sources of funding to allow us to continue to utilize OCLC?"
> "For whom is continuation reasonable and feasible?"
> "We assume that the results of the various data gathering activities about the OCLC Project will be shared with participating libraries."

Back-up OCLC training and technical assistance from IVLS will be necessary in the future (15 // 45.5%)

OCLC Project Newsletter and the synthesis it provides is essential (14 // 42.4%)

OCLC Project "cheat sheets" are most helpful. Expand, enhance and develop additional ones (14 // 42.4%)

Concern regarding the interface of OCLC and the circulation control system. Will need assistance from IVLS (4 // 12.1%)

IVLS should consider an Automation Consultant to maintain/coordinate OCLC activity and provide interface with the circulation control system (3 // 9.1%)

The strength of the OCLC interlibrary loan system is a good back-up delivery system within IVLS and the state as a whole (2 // 6.1%)

Need assistance from IVLS in developing patron education programs in order to fully utilize the public access terminal (1 // 3%)

"Feel terribly dependent at the moment." (1 // 3%)

APPENDIX H

MID-PROJECT STAFF INTERVIEW RESPONSES

In May of 1981, after the individual interviews with the directors of each library, five group interviews were arranged with other library staff members. A total of twenty-six staff members from public and technical services areas were interviewed. All of them had had some experience working with the terminal as an operator, supervisor or both. The groups were structured to include people with roughly the same degree of experience and the same area of concern (e.g., cataloging or interlibrary loan), but members of each group represented different libraries, types of libraries and clusters. In many cases, the group members were not well-known to each other.

The group interview was based on a series of predetermined, open-ended questions. The interviews were taped to leave the interviewer free to follow the conversation and rephrase or redirect questions as needed.

In general, responses to the questions paralleled those of the directors, often with the same basic concerns being expressed by the staff, but in more specific terms. The following pages give the list of questions and then the responses to them. Because of the varying sizes of the groups (from 3 to 7 people) and the fact that not all possible responses came up in each group, it would be misleading to give the exact number of people who agreed with each response. Each general statement, however, is followed by the number (n) of groups in which it was raised by one or more members. Since the effort in these interviews was to sample ideas rather than to conduct a rigorous attitude survey, we have not (and probably could not have) established the exact number of people giving or agreeing with each response. Statements which were made in the group interviews which were not specifically reflected in directors' interviews are marked with an asterisk.

Staff Group Interview
May 1981
Questions

Group number________________________ Date____________________

I. What were your expectations concerning the implementation of OCLC in your library?

II. Were you involved in the decision/discussion before your library joined the Project?

III. As you look back, what were the major problems you faced when OCLC was introduced?

IV. Now that you have had some experience using OCLC — would you like to see it continue after the Project ends? (The intent of this question is to elicit advantages and disadvantages.)

V. In all of this, is the patron being better served?

VI. Is there any way IVLS could have helped you more?

I. What were your expectations concerning the implementation of OCLC in your library?

(Some staff members from libraries which had joined OCLC prior to the Project could not respond meaningfully to this question.)

Expected an exciting and challenging opportunity (n = 4)

Enhanced staff effectiveness, time savings (n = 4)

Anxiety about learning the new technology (n = 3)

Greater access to resources through interlibrary loan sub-system (n = 2)

More complete and consistant cataloging (n = 2)

OCLC seen as a move toward the future (n = 2)

Concern by supervisors for possible negative staff reaction, fear of job loss, etc. (n = 1)

Less original cataloging would be needed (n = 1)

Simplification of the cataloging process (n = 1)

II. Were you involved in the decision/discussion before your library joined the Project?

Response to this question was mixed. Only one person had an actual voice in the decision itself since she was a board member. Three people felt they had been included in discussions in the library on whether they should join. Others felt they were involved "in a limited way". About half did not feel they had been involved at all in the original decision, although for some of them this may have been because they were hired after the decision was made. Two staff members who did not feel they had been involved originally said they felt their input would be sought when the final decision was made.

III. As you look back, what were the major problems you faced when OCLC was introduced?

Terminal down time (n = 4)

ILLINET workshops and OCLC/Network documentation (n = 4)

Deterioration of response time (n = 3)

Less flexibility in staff work schedule because terminal time must be scheduled (n = 3)

Lack of subject access (n = 3)

Equipment problems (n = 3)

Profiles for cards were written too early, without sufficient background (n = 2)

Scheduling for guest libraries to use the terminal (n = 2)

Travel time for guest library staff and loss of in-house time (n = 2)

Slower turnaround time on cataloging (n = 2)

*Difficult for guest libraries to use the terminal for non-cataloging purposes (n = 1)

Training time (n = 1)

Loss of staff time (general) (n = 1)

*Difficulty of doing an inventory for retrospective conversion (n = 1)

Lack of Dewey class numbers on OCLC records for older books (n = 1)

Time it takes to get through to OCLC Users Services (n = 1)

Concern for what will happen after the Project (n = 1)

Feeling they have become dependent on the terminal (n = 1)

Lack of Sears subject headings (n = 1)

Cost (n = 1)

OCLC expertise of other System libraries' staff was not used as well as it could have been (n = 1)

Glare from the terminal screen (n = 1)

Problems from the local library situation rather than from OCLC itself - libraries need to adapt their procedures (n = 1)

IV. Now that you have had some experience using OCLC — would you like to see it continue after the Project ends? (The intent of this question was to elicit advantages and disadvantages)

Advantages

Improved consistency and quality of cataloging (n = 5)

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*Ideas which were not mentioned by directors in their mid-Project interviews.

Improved cataloging speed (n = 4)

Public relations value (n = 4)

Improved job satisfaction (n = 4)

Enhanced information (reference) services (n = 4)

Improved access to "vast" resources (n = 3)

Better use of staff time, freeing staff for work with public (n = 3)

Useful for verification of titles (n = 3)

Improved ILL turnaround time (n = 2)

*Elimination of pre-filing sorting and proofreading (n = 2)

Printer attachment has increased value of terminal, staff flexibility (n = 2)

Increased patron ILL requests (n = 1)

*Knowledge of ILL status and likelihood of a fill (n = 1)

Easier to train staff to use the terminal than to type (n = 1)

Catalog cards are easier to read (n = 1)

Collection development aid (n = 1)

Being able, even though you are a small library, to help other libraries through ILL (n = 1)

Useful to help company branches in other parts of the country obtain materials locally (n = 1)

Disadvantages

Only two items were given as disadvantages in answer to this question which were not brought up under question III. They were:

*Dealing with a previously existing backlog (n = 1)

*Lack of reasons for "no" responses on ILL requests (n = 1)

---

*Ideas which were not mentioned by directors in their mid-Project interviews.

V. In all of this, is the patron being better served?

For this question, a count of individual (rather than group) responses was taken. The totals are given below.

Yes	20
Conditional	4
No	0
No Opinion	2

VI. Is there any way IVLS could have helped you more?

Project start-up was a problem
Project director was hired too late
*Make more use of expertise of staff in existing OCLC libraries
More training time
*Smaller groups for training
Reduce the time between training and application
More practical and less theoretical training
More help/direction for implementation in the local library
Training should be more exciting and less traumatic
Training support has been excellent
More synthesis of training materials and more "cheat sheets"
ILLINET materials are hard to use
*Independent libraries have not known what their role is
*Centralized cataloging at IVLS for original materials
Project staff has been very supportive and available
*Need more dialogue among users
Establish an IVLS/OCLC user's group

---

*Ideas which were not mentioned by directors in their mid-Project interviews.

APPENDIX I

END-PROJECT INTERVIEW RESPONSES

Directors of Libraries Continuing on OCLC

By June 30, 1982 all full participants in the OCLC Experimental Project had to decide whether to continue using OCLC and assume all costs of such continuation. In July and August of 1982 the director of each library which was a full Project participant was interviewed individually at his or her library. The questions to be asked were sent to the directors approximately two weeks before the interview. A copy of the questions for directors of libraries continuing to use OCLC after the Project follows this introduction.

Since the questions were open-ended, responses with similar meaning might be phrased several different ways by respondents. The interviewer, in reporting the responses, had to summarize and group these responses into categories. Quotes from some directors have been included in the report to give the reader an idea of the tone and range of responses being summarized.

These results are used in several tables in the body of the report. In some cases they are combined with the responses from directors of libraries which did not continue using OCLC, in others a subset of responses is used representing directors whose governing authority were also interviewed. For this reason, figures given here may not match those in the tables.

At the time the interviews were done, one library had not yet made the decision about whether to continue OCLC use. The director was interviewed using the form for libraries not continuing. However, the library did continue on OCLC for another year. Wherever possible, therefore, the director's responses are included here. Where appropriate responses were not made however, the library is excluded and the number of respondents is 21.

Interview Questions - Directors

Libraries Continuing with OCLC

1. Now that you have had further experience with OCLC, what do you feel are the benefits of its use for your library? Which of these are the three most important benefits?
2. What do you feel are the disadvantages or problems with your use of OCLC? Which three of these are most important?
3. During the last interview, down-time and response time were given as two of the major problems with OCLC use. Have you seen any change in these two areas during the last year?
4. What are the advantages or problems of your cluster arrangement? Would you liked to have tried a different arrangement?
5. Was the installation of a public access terminal in your library a good experience?
6. What are your reasons for staying in OCLC? What are the benefits you anticipate?
7. How did you justify the costs of OCLC to your governing authority?
8. On what basis was the decision finally made? Was there one paramount factor or was it a balance of several factors?
9. How important was the availability of a terminal in your decision to continue? Would you have continued if you had not had the terminal?
10. A terminal and its installation cost about $4,000. Would you have considered buying one if the Project had not supplied one? Could you have bought one outright or would you have needed some kind of payment plan?
11. Please describe the process of the decision-making on OCLC in your library. For instance, when did you begin discussions with your governing authority? Was any tentative decision made while more information was sought? Was your decision contingent on that of other libraries or on terminal placement? Who was most influential in the final decision? Was the decision packet from IVLS used? What alternatives (dial access, clustering) were considered and why were they rejected?
12. Where will the money come from to pay for OCLC use?
13. What is the most important use of OCLC in your view?
14. Do you have any reservations about continuing to use OCLC?
15. How do you feel now about your participation in the Project? Was it a good experience for you? your staff? your community? Do you think the System was right to sponsor this Project?

16. In your continuing OCLC operations what kind of services or written materials do you need from OCLC, ILLINET, IVLS? Is there any information that you need on a continuing basis either for planning or to sustain your participation?

END-PROJECT INTERVIEW RESPONSES

Directors of Libraries Continuing on OCLC

BENEFITS

Now that you have had further experience with OCLC, what do you feel are the benefits of its use for your library? (N=22)

Interlibrary loan (21 // 95.5%)

One director mentioned interlibrary loan in general. Twenty additional directors mentioned specific aspects of interlibrary loan as detailed below:

- Access to resources (17 // 77.3%)
- Speed (7 // 31.8%)
  - Specifically, turnaround time (2 // 9.1%)
- Confirmation of availability (6 // 27.3%)

"We never dreamed of having access to a collection to serve the needs of our student population."
"It was interesting to see how important sharing the collection with others was."
"Requests were coming in for old materials we don't use."
"The patrons even commented on the speed."
"We can get any kind of information, a great service."

Cataloging (20 // 90%)

Five directors cited cataloging in general. Directors from 15 other libraries cited the following specific aspects of cataloging:

- Quality of cataloging (14 // 63.6%)
- Turnaround time (8 // 36.4%)
- Uniformity (7 // 31.8%)
- A more professional look (3 // 13.6%)
- Ease of editing (3 // 13.6%)
- Pre-filed cards (2 // 9.0%)
- Elimination of backlog (2 // 9.1%)
- Improved workflow (1 // 4.5%)
- Less expensive (1 // 4.5%)

"Why re-invent the wheel?"
"The hit rate on non-print is improving."
"Having neat looking labels and cards."
"The hit rate is incredible." (Medical library)
"Cataloging is an advantage, but we really don't need all the cards."

Improved service to patrons (18 // 81.8%)

> "We can get specialized information, medical for a nursing student, a reprint of a 1600's book on herbs." (Small public library)

More effective use of staff time (16 // 72.7%)

> "We were able to move a staff member out of the work room to work with patrons."
> "I can do more that I haven't had time to do."
> "We can function without additional staff."

Increased use of library resources, including interlibrary loan in both directions and circulation. (12 // 54.5%)

> "Increased interlibrary loan from 450 to 750 a month."
> "Circulation up 10% last year."

Improved employee morale and job satisfaction (10 // 45.5%)

> "I love to run the computer."

Public relations, enhanced image for the library (8 // 36.4%)

> "It has enhanced the image of the library within the larger organization." (Special library)
> "It has increased public awareness that the local school and local public library are cooperating to better use tax dollars."

Production of machine-readable records (4 // 18.2%)

> One director was interested in this for an insurance record, three other directors were interested as an interface for an anticipated circulation system.

Good hit rate on unusual or non-print materials (4 // 18.2%)

Use for acquisitions (2 // 9.1%)

Verification of titles (1 // 4.5%)

It was cost-effective (1 // 4.5%)

Of the benefits mentioned, which were most important to your library? (N=22)

Interlibrary loan (16 // 72.7%)

- Specifically, access (13 // 59.1%)
- Specifically, speed of interlibrary loan (4 // 18.2%)

Cataloging (11 // 50%)

Improved service to patrons (7 // 31.8%)

> "I really think OCLC is fantastic. We are so little, and it helps so much."

Better use of staff time (7 // 31.8%)

Staff satisfaction (1 // 4.5%)

Library's image (1 // 4.5%)

Interface with circulation system (1 // 4.5%)

Note: One library felt that this category was not applicable since they had already purchased a terminal and the decision to stay in OCLC was made some time ago.

DISADVANTAGES

What do you feel are the disadvantages or problems with your use of OCLC? (N=22)

Cost (20 // 90.9%)

The following, more specific, problems of costs were mentioned by some librarians:

The bottom line price (4 // 18.2%)

> "Cost would be prohibitive for most school libraries."
> "The problem here is that the board can't really see what they are paying for, it's not like books or staff."
> "To be cost-effective it should be in use most of the time."

The unpredictability of price changes and sudden changes in the middle of the year (3 // 13.6%)

> "The board is favorable, but they don't want to get ripped off."
> "The price hikes create a budgeting problem."

Telecommunications costs (2 // 9.1%)

Down-time (15 // 68.2%)

> "It's a problem when you're a guest library. It's up when I leave but it's down by the time I get to the terminal."
> "It's frustrating but I have learned to live with it."
> "I understand it's a growing business, but it makes it more difficult for us."
> "It's a problem, but not as bad when you've got a terminal in-house."

Response time (9 // 40.9%)

> "It represents a financial loss, particularly when you have a dial access terminal."

Lack of subject access (5 // 22.7%)

Documentation and training materials (4 // 18.2%)

> These four librarians expressed dissatisfaction both with the amount of documentation and the difficulty of use.
>
> > "We could hire one person full time just to read, sort out and file."
> > "It's difficult to find a procedural change retrospectively."
> > "We are concerned that people are wasting paper."
> > "The documentation is primitive and we have seen no improvement."

ILLINET (2 // 9.1%)

> > "ILLINET's role as a third-party broker when they are overburdened and understaffed creates a problem."

In addition, these concerns were mentioned by individual respondents:

Difficulty of searching non-print titles
Lack of corporate access during the day
Lack of Sears subject headings
Difficulty in changing subsystems
The slow turnaround time to receive the catalog cards
Scarcity of information on foreign journals

The need to prepay ILLINET
The feeling that the terminal should be in use all of the time and the library does not have enough work for it to do
Difficulty of budgeting for OCLC in a corporate environment
The expense of down-time and tymnet costs for dial access

The need to change internal procedures and the disruption this causes
The time commitment for retrospective conversion
Bad placement of the terminal and difficulty for staff use
Difficulty in covering the library as a guest when a staff member must be at the terminal
The staff time needed to complete a total interlibrary loan transaction
The critical need for a skilled operator (for dial access) and the difficulty of this when turnover is high

The lack of user orientation at OCLC
"My age. For awhile I didn't think I was going to survive."

Of the disadvantages, which were the most serious for your library? (N=22)

Cost (20 // 90.9%)

Twenty libraries (90%) cited cost as the most serious disadvantage, eighteen of them (81.8%) cited it exclusively.

> "Some faculty (school) resisted because they thought we should be buying books with the money." (School library)
> "This will require more careful book selection."
> "It's worth it to us as librarians. We recognize the benefits. The problem is convincing the administration." (Academic library)

Down-time (2 // 9.1%)

Lack of subject access (2 // 9.1%)

ILLINET (2 // 9.1%)

Other concerns given by individual librarians:

Maintenance problems with the terminal
Staff time needed for retrospective conversion
Documentation from OCLC

> "Oh there are problems, but we are like pioneers don't you see. They didn't get railroads and telephones straightened out right away - this is the same way." (Small public library)

DOWN-TIME AND RESPONSE TIME

During the last interview, down-time and response time were given as two of the major problems with OCLC use. Have you seen any change in these two areas during the last year? (N=22)

Down-time and response time are better (14 // 63.6%)

Down-time and response time are somewhat better (7 // 31.8%)

Down-time and response time have not improved (1 // 4.5%)

CLUSTER ARRANGEMENTS

What are the advantages of your cluster arrangement? What are the problems? Would you have liked to have tried a different arrangement?

Cluster arrangement advantages, from the guest point of view (N=11)

Cemented or established good relationships with host and other libraries (7 // 63.6%)

Experience of the host staff (3 // 27.3%)

There is no interruption of terminal work when you are away from your own library (3 // 27.3%)

> "I didn't have to supervise students at the same time."

Interlibrary loan is done for us, this is a savings in staff time (2 // 18.2%)

Sharing terminals allowed us to participate in the Project (2 // 18.2%)

Somebody else does your cataloging (1 // 9.1%)

You can borrow from the host library without sending a request (1 // 9.1%)

A short distance to the host library and a toll-free phone call (1 // 9.1%)

Planning our work in batches lead to better use of staff time (1 // 9.1%)

The cluster worked well because it was small and both libraries were of the same size and type (1 // 9.1%)

Cluster arrangement advantages, from the host point of view (N=10)

Cemented or established good relationships with other libraries (8 // 80%)

Placement of terminal in their library (8 // 80%)

Sharing the costs (2 // 20%)

A better use of our investment (1 // 10%)

Fit in with the company's attitude towards helping the community (1 // 10%)

One cluster group, a host and a guest, each cited the fact that their cooperation in a single community promoted a good image for both of their libraries jointly. This was used as an opportunity to show taxpayers that two community organizations, a school and a library, were working together to make the best use of tax dollars.

Cluster arrangement problems, from the guest point of view (N=11)

The lack of a terminal in-house, and the difficulty of using OCLC to its full advantage (10 // 90.9%)

The travel time (7 // 63.6%)

Loss of staff use in-house (4 // 36.4%)

> "Have to leave non-certified personnel in charge of the library." (School library)

Difficulty in scheduling work (2 // 18.2%)

> "It's difficult for two libraries of equal activity, didn't work as well as it could."

Down-time and response time (2 // 18.2%)

"We call and check. By the time we get there it's down."

The additional delay in turnaround time to get catalog cards (2 // 18.2%)

"Turnaround time was longer, particularly for non-print."

Concerns mentioned by individual librarians:

Cost of travel

Potential problem of deciding on how to split costs

"Should it be by FTU or terminal use time, etc.?"

No reimbursement by the administration for time spent away from the building (a legal problem for schools)

Bad local phone line when using dial access

Physical accommodation of guests in a crowded situation

"Didn't want to bother them (the host library)."
"Uncomfortable working in the director's office."

The difficulty of two libraries of equal size sharing a terminal

Communication problems when the person doing the work is not your own staff member

Cluster arrangement problems, from the host point of view (N=10)

Managing interlibrary loan for guest libraries (4 // 40%)

"Not always convenient."
"Perhaps we need a shared terminal operator for the cluster."

There were no problems (3 // 30%)

Scheduling particularly during retrospective conversion (2 // 20%)

"I felt that I had to stick to a schedule."

Down-time and response time, the problem of rescheduling (2 // 20%)

Time needed to do cataloging for guests (1 // 10%)

"We have plenty to do for ourselves."

Difficulty in physically accommodating guests (1 // 10%)

Would you have liked to try another cluster arrangement? (N=21)

No (17 // 81%)

Would like to be a host (4 // 19%)

PUBLIC ACCESS TERMINALS

Was the installation of the public access terminal in your library a good experience? (N=15)

Yes (9 // 60%)

"It was right there when you wanted to help someone."
"Public awareness has resulted in increased interlibrary loan."
"Students and faculty got heavily involved."
"We couldn't realize the full advantages because we didn't have total retrospective conversion."
"A visible sign to the public that libraries are keeping up."
"Kids were looking things up like you wouldn't believe."
"It was responsible for several student assistants getting jobs after graduation."
"The community became more aware of the library."

Good experience, to some extent (4 // 26.7%)

"When it was working it was a positive experience."
"Down-time, especially during an open-house, was a real negative PR."
"There's a feeling by the public that this area doesn't need something that fancy."
"Kids liked it; adults liked it but were afraid."
"It was an advantage to have an extra terminal for staff use."

No (2 // 13%)

"We had it before the staff was really familiar with OCLC."
"We weren't able to sell it to the public."
"The public wanted to use it for subject access."
"Generally a bad experience because the terminal was down over half the time, and when it was up response time was very slow."

REASONS FOR CONTINUING

What are your reasons for staying in OCLC? (N=21)

The patron is better served (18 // 85.7%)

"Loss of OCLC would mean deterioration in our service to patrons."

A better use of staff time (15 // 71.4%)

"It's a cheap staff member."

It's a futuristic statement (9 // 42.8%)

> "It's keeping small libraries in the mainstream."
> "It's like mom and apple pie. It's an automation tool for libraries and we need to keep our foot in the door and keep our options open."

We found it to be cost-effective or cost beneficial (9 // 42.8%)

We need additional time to assess its value, in some cases to take into effect a change in circumstances or a new in-house terminal (4 // 19%)

We did not want to give up our investment of time and money (3 // 14.3%)

It provides interface with the automated circulation system (3 // 14.3%)

It provides our library with greater access (2 // 9.5%)

Reasons given by individual librarians:

It is helping us to achieve the goals in our long-range plan.
Potential future applications.
Staff satisfaction.
Staff and personal development.
Public relations and the library's status in our organization. (School library)

> "It allowed me to have a stronger program with the money available. The stronger the program, the less likely it will be cut."

JUSTIFICATION OF COST

How did you justify the cost of OCLC to your governing authority? (N=21)

It was not necessary to justify the cost (9 // 42.9%)

Of these, (4 // 19%) of the directors felt that they had control over their own budgets and could allocate money as they desired. The other 5 librarians (23 // 8%) felt that their governing authority was already "sold" and that further justification was not necessary.

> "Over half the board had used it for personal searches."
> "The question always when we will automate, not if."
> "I didn't justify. I left the decision to them because they make the decisions with the money."

Of those who were required to justify OCLC to their governing authorities, the rationales used were:

Improved services to patrons (8 // 38.1%)

> "Our student and faculty do not have access to a public library. Our being able to offer this access was very important." (School library)

Better use of staff time (7 // 33.3%)

The availability of better cataloging (4 // 19%)

Increased volume of use/service, particularly interlibrary loan (3 // 14.3%)

Use for bibliographic conversion for circulation system (2 // 9.5%)

Efficiency and cost-effectiveness (2 // 9.5%)

The need to test OCLC usefulness on their own (2 // 9.5%)

The rationale were given by individual librarians:

Employee morale
Quicker access to information
The use of OCLC in universities and the need to prepare students (school library)
The superintendent was convinced by the staff's willingness to give up other items in their budget

BASIS OF DECISION

On what basis was the decision finally made? Was there one paramount factor or was it a balance of several factors? (N=18)

Responses to this basically repeated the earlier responses to questions on benefits and justification. In seven cases (38.9%) directors felt that the decision had been made by themselves alone and that this question did not apply to them.

The decision was based on a balance of factors (8 // 44.4%)

The factors given were chiefly those given in earlier responses. The following quotations exemplify other reasons that came up that had not been mentioned before:

"I doubt that they made a decision, they just refused to object."
"Involvement by some board members using OCLC as volunteers helped."
"The administration and the board was in a 'computer mode'."
"This town has always been the first to get into things; the board sees itself as a pace-setter."
"We didn't want to take a step backwards."
"The public access terminal was the key to the board's decision."
"The board wants to do all they can to help this small community."
"Automation is the direction that the world is going."
"For a fairly reasonable cost we got incredible access."

Decision was based on a single paramount factor (3 // 16.7%)

The factors cited were, for the three different libraries:

OCLC was cost beneficial
OCLC made better use of staff time
The library needed another year to fully evaluate it

TERMINAL AVAILABILITY

How important was the availability of a terminal in your decision to continue? (N=22)

Availability was important (16 // 72.7%)

Availability was not a factor (5 // 22.7%)

Not Applicable (2 // 9.1%)

Note: In one school library where more than one building library director responded, the vote was split on whether the availability of the terminal was important.

Would you have continued without a terminal? (N=22)

Yes (11 // 50%)

Would not have continued without a terminal (9 // 40.9%)

Not applicable (2 // 9.1%)

A terminal and its installation cost about $4,000 dollars. Would you have considered buying one if the Project had not supplied one? If yes, could you have bought one outright or would you have needed some kind of payment plan? (N=21)

Yes, would have tried to buy a terminal (15 // 71.4%)

"The school librarians would have tried, but it probably would have gone no further."
"Word consider is important here."
"Would have eventually gone for it."
"It would have been most difficult given the current economic situation for our company."

No, we would not have purchased (5 // 23.8%)

Not applicable, library already owns the terminal (1 // 4.8%)

Would an installment plan have been advantageous? (N=15, directors who answered "yes" above)

Yes (12 // 80%)

"It would probably be absolutely necessary."
"Might have been a selling point, a large sum in the budget looks like a major luxury item. When such a major purchase is made, it is printed in the local paper."
"If we could buy it on time, it would have more appeal."

No (2 // 13.3%)

Don't know, ask the board (1 // 6.7%)

Note: Three of the libraries who answered "no" to the question above responded "yes" to this question.

DECISION-MAKING PROCESS

Please describe the process of the decision-making on OCLC in your library. (N=21)

Time when discussion of continuation began

Continuous discussion and regular updates throughout the Project (17 // 81%)

Spring of 1982 (3 // 14.3%)

Not applicable (1 // 4.8%)

Time of the tentative decision

Spring of 1982 (13 // 61.9%)

Decision was made from the outset of the Project (5 // 23.8%)

Note: Two of these libraries indicated that a final final decision was made in the spring of 1982.

Fall 1981 (4 // 19%)

Not applicable (2 // 9.5%)

Information needed to make the decision (N=20)

Cost information (20 // 100%)

Terminal distribution (20 // 100%)

Cluster arrangements (12 // 60%)

Was the decision contingent on the decision of other libraries?

No (10 // 50%)

Decision did depend on the decision of other libraries (7 // 35%)

No response (3 // 15%)

Who influenced the decision

Decision was based on librarian's recommendation (18 // 90%)

Note: Of the two libraries where the librarian's recommendation was not considered an influential factor, one library director felt that the decision had been a mutal one without a lot of influence used on either side and the other librarian felt that the director's position had been neutral and the board made the decision.

Decision based, at least in part, on the influence of a board member or members (6 // 30%)

"It was based on our long-range plan that the board adopted."
"One board member took an OCLC course at Illinois Central College."

Influenced by the opinion of the administrative officers over the library (1 // 5%)

Not applicable (1 // 5%)

Was the decision packet helpful?

Packet was used by the librarian for his or her own information (16 // 80%)

Packet was used minimally or was selected and altered for board use (9 // 45%)

Packet was not used for the board or the administration at all (6 // 30%)

Packet was not useful (4 // 20%)

Some comments on the packet in general include:

"The board never got beyond the cost sheet."
"They wouldn't have looked at it, it was too involved."
"I used it to pull information for the board."
"It was too detailed, yet not specific enough."
"It was not easily understood by a lay person."
"It overwhelmed most of the board."

Packet was used in total for the board (1 // 5%)

Were alternative ways of using OCLC considered and what were they?

A new cluster arrangement was considered (9 // 45%)

Note: Two of these libraries had been host libraries and were considering a new set of guest libraries. One had been a guest library and was considering moving to a new host. Six had been guest libraries and were trying to set up clusters with themselves as host libraries. Three of the new cluster arrangements actually were established. Five of the other libraries could not establish new arrangements because of a lack of potential guest libraries. One other reason libraries gave for not wishing to be guests and for rejecting current arrangements was that they could not realize the full benefit of OCLC without a terminal in-house.

No alternatives were considered (7 // 35%)

Dial access was considered (4 // 20%)

Note: All four of these libraries eventually received terminals. Two of them specifically rejected dial access and preferred to request a CRT terminal after they saw a demonstration of dial access use. They felt that it was too complicated for them.

The original cluster arrangement was one alternative (4 // 20%)

SOURCE OF FUNDS

Where will the money come from to pay for OCLC? (N=21)

OCLC was funded entirely by new money (11 // 52.4%)

A combination of new money and realignment (5 // 23.8%)

Where money was moved in total or in part from other budget lines, the lines affected were:

Book budget (4 // 19%)

Equipment items (1 // 4.8%)

Two libraries also specifically mentioned that other parts of their budget had been cut, but that these cuts were not related to OCLC.

A realignment of budget lines and priorities (3 // 14.3%)

Grant or revenue sharing money (2 // 9.5%)

Endowment income (2 // 9.5%)

Management by objective budgeting (1 // 4.8%)

Note: Of libraries financing through new money, six were public, one was a school library, three were special libraries, and one was academic.

Source of money by type of library

Academic (N=1) - New money added to budget

Public (N=12)

New money - 6
Combination of new money and realignment - 3
Contingency money - 1
Realignment of budget lines - 2

School libraries (N=4)

New money - 6
Combination of realignment and new money - 2
Realignment of priorities - 1

Special libraries (N=3)

New money - 3

RESERVATIONS

Do you have any reservations about continuing to use OCLC? (N=21)

Cost (20 // 95.2%)

Note: The library that did not cite cost has a private endowment and no budget problems.

Specifically, increased telecommunications costs - 4
Specifically, total cost - 1
Specifically, arbitrary price changes - 1

"Telecommunications costs could force us out."
"We are concerned about retaining financing for both OCLC and an automated circulation system."

Responsiveness of OCLC to non-academic libraries and/or smaller units of service (5 // 23.8%)

Additional concerns mentioned by individual librarians:

Interfacing with other automated systems
The development and implementation of other OCLC systems, specifically, acquisitions
The need for subject access
Improvement in down-time

Whether a cheaper alternative emerges
We are concerned with making good use of our investment
Whether the book budget should continue to be reduced for OCLC costs.

The need to keep up-to-date on changes
Meeting future training needs for staff turnover

Whether our new cluster will work
Problems of clustering in a small facility

How the general public will evaluate our decision
The development of a policy on interlibrary loan use

> "We are still considering whether to continue after this year, we have many questions and we need to be convinced that it's cost-effective. I think IVLS should use OCLC but I am not so sure about member libraries."

PROJECT EVALUATION

How do you feel now about your participation in the Project? Was it a good experience for you? Your staff? Your community? (N=21)

Felt that the library's participation was a positive experience (20 // 95.2%)

> "For the staff it provided job enrichment; for the faculty it was enlightening; and for students it was educational. I've learned a lot of new things and unlearned some others."
> "It's nice to be in front for once."
> "I learned so much it's mind boggling."
> "I'd have been crushed if we couldn't continue."
> "It was good, but there was some initial fear and staff resistance."
> "Had I known at the beginning that we couldn't continue, it wouldn't have been worth it."
> "Mostly we benefited, but once in awhile we had a book to share too."
> "I have been pleased that IVLS initiated it and pleased with how they handled it."

Mixed reaction (1 // 4.8%)

Do you think the System was right to sponsor this Project? (N=21)

Yes (20 // 95.2%)

> "IVLS is not a provider but a facilitator, they were trying to encourage libraries to provide services at their maximum abilities."
> "If IVLS had not sponsored it, there would not have been a chance for small libraries to experience OCLC."
> "Without IVLS endorsement we probably would not have adopted OCLC so quickly."
> "It was valuable because it gave us the ability of evaluating OCLC first hand."
> "The system has done a wonderful job, we are getting benefits we wouldn't have even thought about."
> "A lot of people go to computer schools and pay, I was learning at no expense to myself."

> "It is exactly the type of project IVLS should sponsor. This is the kind of thing that individual libraries could not afford to experiment with, but collectively with some guidance from IVLS it can be done."

IVLS should not have sponsored the Project (1 // 4.8%)

> "I question the use of money for this Project, it could have been used in other ways."

CONTINUING NEEDS

In your continuing OCLC operations, what kind of services or written materials do you need from OCLC, ILLINET, IVLS? (N=21)

Needed from OCLC

Better documentation (18 // 85.7%)

> "They waste a lot of money on paper. We're paying for all this paper."
> "I would recommend development of pocket reference guides."
> "The need for documentation depends a lot on the level of training of the staff."
> "It needs better indexing organization."

Additional concerns mentioned by individual librarians:

A more user-oriented approach
Free time for experimentation on dial access, like DIALOG
Improved pricing structure

> "We are considering the use of the acquisitions subsystem. We would be ordering for an entire company and would use that subsystem far more than cataloging or interlibrary loan. If costs were redistributed on a real use basis, OCLC could generate more revenue and it would enable smaller libraries, often with valuable unique resources, to consider entering their entire collection in the data base. We would all benefit."

Needed from ILLINET

Unsure of ILLINET's role (8 // 38.1%)

> "If ILLINET cannot define a role for themselves to be performed on our behalf, OCLC would be better served by eliminating the middle-man."

Less paper (1 // 4.8%)

Needed from IVLS

Cheat-sheets (training aids) (13 // 61.9%)

Training enhancements and updates (12 // 57.1%)

To act as a go-between, to interpret actions and documents (12 // 57.1%)

Original cataloging and/or back-up for original cataloging (11 // 52.4%)

Training for new staff (10 // 47.6%)

Help with equipment problems (3 // 14.3%)

Help in handling, sorting documentation, profiling the materials needed by a library (3 // 14.3%)

Automation consultant (2 // 9.5%)

APPENDIX J

END-PROJECT INTERVIEW RESPONSES

Governing Authorities of Libraries Continuing on OCLC

By June 30, 1982 all full participants in the OCLC Experimental Project had to decide whether to continue using OCLC and assume the full costs. In July and August of 1982 a member of the governing authority for most full Project participants was interviewed individually. The interviews were done, whenever possible, at that person's library or place of business. The questions to be asked were sent to the interviewee about two weeks before the scheduled interview. A copy of these questions follows this introduction.

In six of the twenty-two continuing libraries, the director had enough control of his or her budget and priorities to feel that the decision had been made without detailed input from any governing authority. In these cases, there was no interview of these authorities. The libraries excluded were Eureka College Library, Methodist Medical Center Medical Library, Caterpillar Tractor Company Business Library, Caterpillar Tractor Company Technical Information Center, Pekin Community High School and Limestone High School.

Since the questions were open-ended, responses with similar meaning might be phrased several different ways by respondents. The interviewer, in reporting the responses, had to summarize and group these responses into categories. Quotes from some governing authority members have been included in the report to give the reader an idea of the tone and range of responses being summarized.

These results are used in several tables in the body of the report. In some cases they are combined with the responses from governing authority members of libraries which did not continue using OCLC. For this reason, figures given here may not always match those in the tables.

At the time the interviews were done, one library had not yet decided about continuing on OCLC. The governing authority was interviewed using the instrument for libraries not continuing. Because this library eventually continued for another year, the answers appear in this appendix whenever they are appropriate. For questions that were not asked at this library, the number of respondents is reduced to 15; as noted.

Another library in unusual circumstances was a public library which had bought their own terminal during the Project. Many of the questions on decision-making did not apply to them.

Interview Questions - Governing Authority

Libraries Continuing with OCLC

During these interviews we would like not only your personal response but, if you are a member of a board, the response in terms of the board members. We are interested in understanding which issues generated consensus and where there might be disagreement.

1. What are your reasons for staying in OCLC? What are the benefits you anticipate?
2. On what basis was the decision finally made? Was there one paramount factor or was it a balance of several factors?
3. How important was the availability of a terminal in your decision to continue? Would you have continued if you had not had the terminal?
4. A terminal and its installation cost about $4,000. Would you consider buying one if the Project had not supplied one? Could you have bought one outright or would you need some kind of payment plan?
5. Please describe the process of the decision-making on OCLC in your library. For instance, when did you begin discussions with your director? Was any tentative decision made while more information was sought? Was your decision contingent on that of other libraries or on terminal placement? Who was most influential in the final decision? Was the decision packet from IVLS used? What alternatives (dial access, clustering) were considered and why were they rejected?
6. Where will the money come from to support OCLC activities?
7. What is the most important use of OCLC in your view?
8. Did you have any reservations about continuing to use OCLC?
9. Is your decision in any way conditional?
10. Is there any information that you need on a continuing basis either for planning or to sustain your participation in OCLC?
11. Was the communication with the board about the Project and OCLC in general sufficient during the last few years? Was there sufficient and accurate communication from the System?
12. As you understand what has been presented to you, what do you feel are the benefits of OCLC use in your library, and what are the problems?

END-PROJECT INTERVIEW RESPONSES

Governing Authority of Libraries Continuing on OCLC

BENEFITS

What are your reasons for staying in OCLC? (N=16)

More effective use of staff time (11 // 64.7)

"Freed librarian for professional tasks like teaching library skills."
"They can now do the job librarians are supposed to do."

Interlibrary loan (10 // 58.8%)

More specifically access to resources (10 // 58.8%)
Specifically, speed (1 // 5.9%)

"It's the gravy soon to be the meat."
"Interlibrary loan has increased a great deal since OCLC. Patrons of a small community have just as valid need for access to resources."

Improved service to patrons (9 // 52.9%)

Cataloging (8 // 47.1%)

Specifically, improved quality of cataloging (3 // 17.6%)
Specifically, better turnaround time (2 // 11.8%)
Specifically, cataloging was easier (2 // 11.8%)
Specifically, uniformity of cataloging and professional look (1 // 5.9%)
Specifically, greater efficiency (1 // 5.9%)
Specifically, cost compared to other options (1 // 5.9%)

"The catalog was a mess."
"We had no catalog. Now we do!"

Increased use of the library (4 // 23.5%)

"Interlibrary loan has increased a great deal since OCLC."
"Library is being used more in these poor economic times."
"We've got patrons using it all the time."

Improved employee morale or job satisfaction (3 // 17.6%)

"Staff job satisfaction was improved because menial tasks were reduced."

Public relations/library image (2 // 11.8%)

"People are fascinated by this thing out there."

Other subsystems may have potential value (1 // 5.9%)

Cost-effective for the district (1 // 5.9%)

General comments

> "The board felt that though OCLC has its flaws and defects, it was worth continuing for one more year."
> "We really felt that if IVLS was going to enter the Project, it would not be completely valid unless small libraries were in."
> "This was a real opportunity for us. It was now or never."
> "We felt that if we could swing it financially we should stick with it."
> "The board appreciates the work and dedication of the librarian. She thought it was a good idea, and we knew it would help her."
> "We didn't want to be left out."
> "We needed more time to evaluate OCLC without a guest."
> "This is the direction of the future (computers) and it may be possible to interface with other systems in the future."

DISADVANTAGES (N=16)

Cost (13 // 76.5%)

> "At present it costs 10% of our operating costs."
> "If someone presents a cheaper alternative to OCLC with the same capability, we would consider it."
> "Escalating costs will break the back of the small library."
> "Libraries can't plan for increases."
> "Can't think of any disadvantages. I suppose cost could be one."
> "Cost as a disadvantage only in light of current budget costs by the city, I believe it's cost-effective for us."

Cost-effectiveness could not be determined (2 // 11.8%)
Specifically, telecommunications charges and variations (1 // 5.9%)

Down-time or poor response time (9 // 52.9%)

Travel time in a cluster arrangement (4 // 23.5%)

Could not use OCLC to full advantage without a terminal (4 // 23.5%)

Staff time required for traveling, retro, etc. (3 // 17.6%)

Not having the staff in-house in a cluster arrangememt (2 // 11.8%)

Cluster arrangements in general (2 // 11.8%)

> "We're too large to cluster."

Additional concerns mentioned by individual respondents:

- Scheduling
- I understand that the cluster did not work for our guests
- Still do not know if it's cost-effective
- Dependence on OCLC equipment and telecommunications
- Hope that we will be able to use it now that we've finished cataloging the collection
- It was poorly managed in-house

BASIS OF DECISION

On what basis was the decision finally made? Was there one paramount factor or was it a balance of several factors? (N=16)

Decision based on a paramount factor (6 // 37.5%) That factor being:

OCLC and/or automation seen as the way of the future (4 // 26.7%)

> "We need to keep up with the future direction of libraries."
> "This is the way modern technology is going and we'd better be in there."
> "We wanted to keep up with the times and modernize. It's hard for a little library to keep up."
> "The board unanimously agreed that this was the future."

We need more time to evaluate this (1 // 6.7%)
Librarian's recommendation (1 // 6.7%)

Decision based on a balance of factors (10 // 62.5%) Those factors being:

Benefits named in the first question (4 // 26.7%)

Commitment (2 // 13.3%)

> "We are committed to the contribution that automation can make to small libraries."

Did not want to give up money and effort already spent (1 // 6.7%)

> "We are locked in. We've invested money, time and training already. I don't think we had a real choice."

Additional factors named by individual respondents:

- Librarians were willing to give up part of their budget to keep OCLC (School library)
- Better service to patrons
- More effective use of a small staff
- Better use of professional staff
- Students were better served
- "We need to modernize to keep up with increased demands for more materials."

Librarian's recommendation
Achievement of objectives in our long-range plan, specifically improved cataloging turnaround time and use of automation
"Since we could afford it, we could stay in and be in a better position in a year to evaluate."

TERMINAL AVAILABILITY

How important was the availability of a terminal in your decision to continue? (N=15)

Did terminal availability play a role in the decision?

Yes (9 // 60%)

"Without a terminal the decision probably would have gone the other way."
"Very important in the board's decision."
"Not getting a terminal might have influenced the decision the other way."

Not applicable, always intended to cluster (1 // 6.7%)

Would you have continued without a terminal? (N=15)

Yes (10 // 66.7%)

"We'd continue, one way or another."
"Yes, if the librarians had supported it."
"I don't know, but probably."

No (4 // 26.7%)

A terminal and its installation cost about $4,000. Would you have considered buying one if the Project had not supplied one? (N=15)

Would have considered purchase (11 // 73.3%)

"We would have had to take another look if we had to pay for a terminal."
"Such a thing would be a possibility but it would have to wait until we could secure the funds."
"Definitely, but it would have depended on how our money was at the time."
"It would have been considered."
"It's hard to say, we really want to be modern but the village board does not sympathize with the library. We would really have to mull that one over."
"We would have considered the decision longer, but probably would not have changed the outcome."
"Would have scraped the money together somehow."
"Someday we may have more than one. You have to be progressive."

Would not have considered purchase (4 // 26.7%)

> "We've got other priorities at the moment."
> "The board is all over 45, conservative and with no automation experience."

Could you have bought one outright or would you need some kind of payment plan? (N=15)

An installment payment plan would have had advantages for us (11 // 73.3%)

> "If the plan was interest-free or if the charge was relatively low."
> "Yes, we would have used such an option on a major capital outlay."
> "Might have been something for board to consider. Never purchased anything this way before, so it would have set a precedent."
> "It would be a nice option."

Payment plan would not have helped (2 // 13.3%)

> "Three years ago it would have helped. Now money would have come from a capital development fund."
> "We wouldn't have needed it."

Not applicable (2 // 13.3%)

DECISION-MAKING PROCESS

Please describe the process of decision-making on OCLC in your library.

When did the discussions concerning continuation begin? (N=15)

Discussion was continuous throughtout the Project (8 // 53.3%)

> "We discussed it heavily at budget time."
> "There was no discussion of would we, it was how would we."
> "Actually since the Bradley meetings years ago."

Spring of 1982 (5 // 33.3%)

Was any tentative decision made? (N=15)

Spring 1982 (11 // 73.3%)

> "It wasn't any easy decision to make."
> "We got monthly reports from the previous director. The board tried to be open in their thinking. We made the decision after the new director came [in January]."
> "We took each step as it was presented to us, without any bumps."
> "There was no real question about it."

Pretty much determined to stay in from the beginning of the Project (2 // 13.3%)

What information was needed for the decision? (N=16)

Cost (16 // 100%)

Terminal distribution (12 // 75%)

Cluster arrangements (6 // 37.5%)

Was your decision contingent on the decisions of others? (N=15)

No (13 // 86.7%)

Yes, in regard to clustering only (2 // 13.3%)

Who influenced the decision? (N=15)

Based on librarian's recommendation (11 // 73.3%)

> "The board places a lot of confidence in the director. It is not a rubber stamp, however, we must be convinced of the value of the expenditure."
> "Key factor."

Board member or administrator (7 // 46.7%)

Specifically, the board president (3)
Specifically, board members who had worked at the terminal (2)
Specifically, the superintendent or dean (2)

Staff recommendations (1 // 6.7%)

Parents' groups of a school (1 // 6.7%)

School curriculum committee (1 // 6.7%)

Was the decision packet used/helpful? (N=16)

Packet was used by the board to some extent (7 // 43.8%)

> "Many of us reviewed it. It was filled with library jargon."
> "Overwhelming because of amount of information."
> "Reviewed by the board, everyone was prepared when they came to the meeting."
> "Yes, very little."
> "To a degree."

Used by the librarian to prepare information for the board (7 // 43.8%)

> "It was more valuable for a professional."
> "It was too overwhelming, I don't think the board takes that kind of thing home and searches out what they need."
> "The librarian was the board's source of information."

It was not used (4 // 25%)

"I don't recall having seen it."
"Our decision was made prior to receiving it."
"Not useful input."

Were other alternatives considered? (N=14)

Yes (7 // 50%)

All of these libraries were considering cluster arrangements which can be broken into the following groups:

Forming a new cluster (4)
Acting as a guest to the same or different host (4)
Retaining the original cluster (3)
Acting as a host to the original or new guests (3)

No alternatives were considered (7 // 50%)

Of these, one library felt the only way they could participate was as a guest. The other 6 libraries were large or medium-sized public libraries and wished to retain a terminal.

Reasons why alternatives were rejected (N=7)

The full benefit of OCLC could not be realized without a terminal in-house (4 // 57.1%)

Potential cluster members made other decisions (3 // 42.9%)

The library got its own terminal (1 // 14.3%)

Legal problems with the staff working outside the school district (1 // 14.3%)

SOURCE OF FUNDS

Where will the money come from to support OCLC activities? (N=14)

New money added to the budget (6 // 42.9%)

Realignment of priorities and budget lines (6 // 42.9%)

For those libraries realigning their budgets, only two interviewees would say for sure that the money was coming from a materials or book budget.

Contingency money (1 // 7.1%)

Combination of new money and realignment (1 // 7.1%)

RESERVATIONS

Did you have any reservations about continuing to use OCLC? (N=15)

Cost (12 // 80%)

> "Is it really that costly to maintain a terminal? Why not have an optional maintenance agreement as there is with other equipment?"
> "We may discover OCLC costs more in the short term but in the long run it's much better."
> "Other than that, no if, ands, or buts."
> "There weren't a lot of reservations. The budget will be the determining factor in the future."
> "Had we known the full cost initially, we probably would have cataloged ourselves and not purchased the terminal."

Cost-effectiveness for a particular library (4 // 26.7%)

No reservations (2 // 13.3%)

Bugs in the systems (1 // 6.7%)

Interface with other systems (1 // 6.7%)

Whether elementary students really need this degree of access (1 // 6.7%)

Unknown operational costs for a new building (1 // 6.7%)

Is your decision in any way conditional? (N=15)

Continuation will be reviewed annually (11 // 73.3%)

> "Finances may make it necessary to consider what goes if the economy and enrollment continue to drop."
> "As with everything else it will be reviewed periodically. Anything of this importance would not be just left to run along."

No conditions (4 // 26.7%)

> "It would take a miserable experience to cause us to alter our thinking."

CONTINUING NEEDS

Is there any information that you need on a continuing basis either for planning or to sustain your participation in OCLC? (N=15)

Information on the costs and benefits for our library (10 // 66.7%)

Continued staff support and recommendation for it (10 // 66.7%)

Cost information (7 // 46.7%)

Statistical information (2 // 13.3%)

Information about the equipment (1 // 6.7%)

> "The board is afraid that the equipment will be hopelessly outdated far too soon."

How to put it to best use (1 // 6.7%)

PROJECT EVALUATION

Was the communication with the board about the Project and OCLC insufficient during the last two years? (N=15)

Yes (14 // 93.3%)

> "I made them produce a lot of information to convince me. This wasn't something we were just going to play around with."
> "Adequate and upfront all the time."
> "Always kept us aware that we would have to make a decision in the end."
> "Kept us informed but long delay in getting information out."
> "When we had a question, the director called down and got the answer."
> "We had the necessary information available to us."

No (1 // 6.7%)

> "I think we have been informed on what IVLS thought we wanted to hear. Sometimes we need to know about issues behind the question."

How do you feel about your library's participation in the Project? (N=15)

Positive, it was a good experience (15 // 100%)

> "Experience gained from the Project was well worth the effort even if we had found it necessary to drop out at the end."
> "The two year experience was definitely worth it even if the library had not continued."
> "I think it was a good experience. At first I thought it was kind of goofy - this little library. I felt that it was something that would never come to pass here so why begin. Now I feel it was something modern our little, old fashioned place was involved in."
> "Until you run an experiment with your own people, you can't evaluate the product."

Was IVLS right to sponsor such a project? (N=15)

Yes (14 // 93.3%)

> "The sponsorship by IVLS was not a controlling factor in the board's decision, but it meant something to us."
> "This is the type of thing IVLS should be doing."
> "IVLS was right to encourage us to expand our horizons."
> "We must do this kind of experimentation. It's really important to look toward the future."

APPENDIX K

END-PROJECT INTERVIEW RESPONSES

Directors of Libraries Not Continuing on OCLC

By June 30, 1982 all full participants in the OCLC Experimental Project had to decide whether to continue using OCLC and assume all costs of such continuation. In July and August of 1982 the director of each library which was a full Project participant was interviewed individually at his or her library. The questions to be asked were sent to the directors approximately two weeks before the interview. A copy of the questions for directors of libraries not continuing to use OCLC after the Project follows this introduction.

Since the questions were open-ended, responses with similar meaning might be phrased several different ways by respondents. The interviewer, in reporting the responses, had to summarize and group these responses into categories. Quotes from some directors have been included in the report to give the reader an idea of the tone and range of responses being summarized.

These results are used in several tables in the body of the report. In some cases they are combined with the responses from directors of libraries which continued OCLC use. For this reason, figures given here may not always match those in the tables.

Interview Questions - Directors

Libraries Leaving OCLC

1. Now that you have had further experience with OCLC, what do you feel are the benefits of its use for your library? Which of these are the three most important benefits?

2. What do you feel are the disadvantages or problems with your use of OCLC? Which three of these are most important?

3. During the last interview, down-time and response time were given as two of the major problems with OCLC use. Have you seen any change in these two areas during the last year?

4. What are the advantages or problems of your cluster arrangement? Would you liked to have tried a different arrangement?

5. Was the installation of a public access terminal in your library a good experience?

6. What was the basis for your decision to drop OCLC? Was there one paramount factor or was it a balance of several factors?

7. If the problem was only cost, can you estimate a price that would have made it possible for you to stay in?

8. How important was the availability of terminals to your decision? Would you have decided differently if a terminal could have been placed in your library?

9. Please describe the process of the decision-making on OCLC in your library. For instance, when did you begin the discussions with your governing authority? Was any tentative decision made while more information was sought? Was your decision contingent on that of other libraries or on terminal placement? Who was most influential in the final decision? Was the decision packet from IVLS used? What alternatives (dial access, clustering) were considered and why were they rejected?

10. What future changes, in OCLC or your library, might lead you to reconsider OCLC use?

11. How do you feel now about your participation in the Project? Was it a good experience for you? your staff? your community? Do you think the System was right to sponsor this Project?

END-PROJECT INTERVIEW RESPONSES

Directors of Libraries Not Continuing on OCLC

BENEFITS

Now that you have had further experience with OCLC, what do you feel are the benefits its use for your library? (N=7)

Interlibrary loan in general (6 // 85.7%)

Under the general category of interlibrary loan, some libraries cited specific aspects of it.

Access to resources (4 // 57.1%)

Sharing our resources with others (4 // 57.1%)

"Interesting to see how important sharing the collection with others was."
"Requests were coming in for old materials we don't use."
"Somebody knows we're here."
"Enjoyable to see how valuable our collection was to other libraries."

Speed of interlibrary loan (2 // 28.6%)

Confirmation of availability (1 // 14.3%)

Cataloging (5 // 71.4%)

In the general category of cataloging, some libraries cited more specific benefits:

Better quality cataloging (4 // 57.1%)

Turnaround time to receive cards (3 // 42.9%)

More professional looking cards (3 // 42.9%)

Easier cataloging (1 // 14.3%)

Improved employee morale (4 // 57.1%)

"It was a challenge, but I proved I could do it."
"It's more fun and it makes you feel more professional."

More effective use of staff time (2 // 28.6%)

Improved service to patrons (2 // 28.6%)

Public relations value (1 // 14.3%)

Verification (1 // 14.3%)

Machine-readable tapes (1 // 14.3%)

Electric outlets (1 // 14.3%)

There were no benefits for the library (1 // 14.3%)

Of the benefits mentioned, which were most important for your library? (N=7)

Interlibrary loan (4 // 57.1%)

- Specifically, access (2)
- Specifically, speed (2)

Cataloging (4 // 57.1%)

- Specifically, quality (4)
- Specifically, turnaround time (2)

Don't know or doesn't apply (2 // 28.6%)

Better use of staff time (1 // 14.3%)

Improved morale and job satisfaction (1 // 14.3%)

Machine-readable tapes (1 // 14.3%)

DISADVANTAGES

What do you feel are the disadvantages or problems with your use of OCLC? (N=7)

Cost (7 // 100%)

> "It is not worth it for our library."
> "Rising costs with no limit scared the board."

Staffing problems (5 // 71.4%)

> "Put an extra burden on the librarian, it was just one more thing to contend with."
> "Lack of personnel to work at the terminal."
> "Reduction of staff time in the library."
> "This is not the thing for a library with one part-time staff member. I was really stretching it and I couldn't do things properly."
> "Requi[illegible]ra time for which I wasn't reimbursed."
> "A power base may develop with certain staff members only using OCLC."
> "It was a huge change in routine. Changes in scheduling that meant lost flexibility. This had a bad effect on a staff used to working independently."

Down-time (3 // 42.9%)

"Minor irritant."

Additional concerns of individual librarians:

It was a terrible waste of money and paper. We never opened the envelopes and we couldn't understand what was in them.
Documentation is poorly designed and indexed, important ideas are buried in the narrative.

Too many cards that we didn't need.
Incredible time delay in getting cards after a book was in circulation.
Labels and book cards are fading.
Many very current titles are backlogged.

Problems with a local high school student using the data base illegally.
Physical space required to accommodate the printer and terminal.

Not cost-effective (2 // 28.6%)
Interlibrary loan paperwork must be kept up because terminal is not available on Sunday.
Heavy staff load to process incoming interlibrary loan requests.

Variables regarding OCLC use should have been identified at the beginning of the Project, such as the staffing changes required and the queing effect.

Which disadvantages were most serious for your library? (N=7)

Cost (7 // 100%)

DOWN-TIME AND RESPONSE TIME

During the last interview, down-time and response time were given as two of the major problems with OCLC use. Have you seen any change in these two areas during the last year? (N=7)

Yes, the situation has improved (7 // 100%)

"We haven't had much trouble."
"Somewhat, but a decent typist could type much faster than the machine."

CLUSTER ARRANGEMENTS

What are the advantages or problems of your cluster arrangement?

Cluster arrangement advantages, from guest point of view (N=6)

Good relationship cemented or established (6 // 100%)

Use of experience of host staff (1 // 16.7%)

No interruption during terminal use (1 // 16.7%)

Didn't have to deal with breakdown problems (1 // 16.7%)

Cluster arrangement advantages, from host point of view (N=1)

Placement of terminal in their library (1)
Cemented or established good relations (1)

Cluster arrangement problems, from guest point of view (N=6)

Using interlibrary loan and dealing with the message file (3 // 50%)

Down-time when you're traveling (2 // 33.3%)

The time (not reimbursed) needed for retrospective conversion (2 // 33.3%)

Travel time (2 // 33.3%)

Can't use OCLC to full advantage (1 // 16.7%)

Scheduling terminal time (1 // 16.7%)

Carrying materials to the terminal (1 // 16.7%)

Turnaround time to receive cards with our cluster arrangement (1 // 16.7%)

Monopolization of the dial access terminal by another library (1 // 16.7%)

Library's location far from System headquarters (1 // 16.7%)

Cluster arrangement problems, from host point of view (N=1)

Scheduling (1)
Physical space to accommodate the guest (1)

Is there another arrangement that you would like to have tried? (N=7)

Not really (7 // 100%)

> "Now that we are checking the message file for another library, I see that it is an irritant."

PUBLIC ACCESS TERMINAL

Was the installation of the public access terminal in your library a good experience? (N=5)

To some extent (4 // 80%)

> "Did not have an impact on the community."
> "It was a positive experience, but it was not well used."
> "The kids had a ball with it, but few used it seriously."
> "It was good, but not as many people as we hoped used it."
> "The community didn't respond and we had problems housing the terminal."

Yes (1 // 20%)

BASIS OF DECISION

What was the basis for your decision to drop OCLC? Was there one paramount factor or was it a balance of several factors? (N=7)

Cost (6 // 85.7%)

No demand or need from the patrons (3 // 42.9%)

Not cost-effective, couldn't justify (3 // 24.9%)

Other priorities for the library (2 // 28.6%)

Note: In one case, this was staff salaries, in another an automated circulation system.

Additional comments by individual librarians:

Lack of board interest
Can't manage it alone
Not enough experience with interlibrary loan in-house at the time the decision was made
OCLC's track record

> "Changing costs make it impossible to plan."
> "At the time of the decision we had not yet had the public terminal and had no experience with the benefits of interlibrary loan."
> "In a time of economic recession, when most people are out of work, the board felt the library should not spend a lot of money on the terminal."
> "We view this as a temporary decision."

One factor or a balance of factors

Decision based on a balance of factors (5 // 71.4%)

Decision based on a single factor (2 // 28.6%)

Note: In both cases the factor was cost

If the problem was only cost, can you estimate a price that would make it possible for you to stay in?

Only one library responded to this specifically.

> "We could have handled the FTU costs but not the maintenance."

TERMINAL AVAILABILITY

How important was the availability of terminals in your decision? Would you have decided differently if you could have been guaranteed a terminal in your library?

All libraries answered this "no", terminal availability was not an important item either because they knew they could not afford one or because they knew they would have gotten one had they stayed in.

DECISION-MAKING PROCESS

Please describe the process of decision-making concerning OCLC in your library.

Time when discussion of continuation began (N=7)

Spring 1982 (4 // 57.1%)

> "For two meetings it was practically all we discussed."

Continuous throughout the Project (2 // 28.6%)

> "Pretty much from the beginning, we had determined that we would not continue."

Not applicable, the board did not discuss it (1 // 14.3%)

Time of a tentative decision (N=7)

Spring of 1982 (5 // 71.4%)

From the beginning of the Project (1 // 14.3%)

Not applicable, no decision was made (1 // 14.3%)

Information needed for the decision (N=7)

Cost (6 // 85.7%)

Possible cluster arrangements (4 // 57.1%)

Terminal distribution (2 // 28.6%)

Not applicable, no decision was made (1 // 14.3%)

Was the decision contingent on the decisions of other libraries? (N=7)

No (6 // 85.7%)

Yes (1 // 14.3%)

Who, if anyone, had a major influence on the decision? (N=7)

Based on librarian's recommendation (3 // 42.9%)

"I'm not sold on it for small libraries, I'd rather spend the money on books."

Influence of the board treasurer (2 // 28.6%)

"The treasurer is reluctant to spend money, and is very forceful."

Not applicable (2 // 28.6%)

Was the decision packet used? (N=7)

No (5 // 71.4%)

"Didn't remember seeing or getting a decision packet."
"Too much information, confusing."
"Too technical for board."

Yes (2 // 28.6%)

"Too detailed, but I think some board members looked at it."
"Decision packet was helpful, I gave it to the board along with an explanation of how it affected our library."

Were any other alternatives considered? (N=7)

No (4 // 57.1%)

Yes (3 // 42.9%)

Using the original cluster (2)
Forming a new cluster with a different host (1)

Why alternatives were rejected? (N=3)

"It would take too much time to cluster."

"Couldn't afford even to cluster."

"If we continued at all, we wanted a terminal in-house, not a cluster."

RECONSIDERATION

What future changes in OCLC or your library might lead you to reconsider OCLC use? (N=7)

Reduction of OCLC costs (5 // 71.4%)

Specifically, cost increases being better controlled (1 // 14.3%)

Increased library revenue (5 // 71.4%)

More staff (3 // 42.9%)

Future experience (2 // 28.6%)

Additional considerations mentioned by individual librarians:

Simpler terminals
Board turnover
If IVLS stopped interlibrary loan service
If OCLC is the only viable alternative to keep circulation data base up-to-date.

PROJECT EVALUATION

How do you feel now about your participation in the Project? Was it a good experience for you? Your staff? Your community? (N=7)

Participation in the Project

Participation was a positive experience (7 // 100%)

"It somehow made us a part of the whole System."
"Opportunity to test it first hand."
"I discovered I could do it as well as the next one, age doesn't make any difference."
"It was like opening up a magic box."
"A good experience for both patrons and staff."
"A good experience in judgement and it was good for staff growth."

Do you think the System was right to sponsor this Project? (N=7)

Yes (7 // 100%)

"It's given us a real sense of what is involved with automation."
"I felt IVLS was enlightening us."
"Doing research on OCLC was fascinating."

APPENDIX L

END-PROJECT INTERVIEW RESPONSES

Governing Authorities of Libraries Not Continuing on OCLC

By June 30, 1982 all full participants in the OCLC Experimental Project had to decide whether to continue using OCLC and assume the full costs. In July and August of 1982 a member of the governing authority for most full participants was interviewed individually. The interviews were done, whenever possible, at that person's library or place of business. The questions to be asked were sent to the interviewee about two weeks before the scheduled interview. A copy of these questions follows this introduction. For all of the seven libraries not continuing on OCLC, a member of the governing board was interviewed.

Since the questions were open-ended, responses with similar meaning might be phrased several different ways by respondents. The interviewer, in reporting the responses, had to summarize and group these responses into categories. Quotes from some governing authority members have been included in the report to give the reader an idea of the tone and range of responses being summarized.

These results are used in several tables in the body of the report. In some cases they are combined with the responses from governing authority members of libraries which continued using OCLC. For this reason, figures given here may not always match those in the tables.

Interview Questions - Governing Authority

Libraries Dropping OCLC

During these interviews we would like not only your personal response but, if you are a member of a board, the response in terms of the board members. We are interested in understanding which issues generated consensus and where there might be disagreement.

1. What are your reasons for dropping OCLC?
2. On what basis was the decision finally made? Was there one paramount factor or was it a balance of several factors?
3. How important was the availability of a terminal in your decision not to continue? Would you have continued if you had had a terminal?
4. Please describe the process of the decision-making on OCLC in your library. For instance, when did you begin discussions with your director? Was any tentative decision made while more information was sought? Was your decision contingent on that of other libraries or on terminal placement? Who was most influential in the final decision? Was the decision packet from IVLS used? What alternatives (dial access, clustering) were considered and why were they rejected?
5. Was the communication with the board about the Project and OCLC in general sufficient during the last few years? Was there sufficient and accurate communication from the System?
6. As you understand what has been presented to you, what do you feel were the benefits of OCLC use in your library, and what were the problems?

END-PROJECT INTERVIEW RESPONSES

Governing Authorities of Libraries Not Continuing on OCLC

BENEFITS

As you understand what has been presented to you, what do you feel are the benefits of OCLC use in your library and what are the problems?

Benefits and advantages of OCLC (N=7)

- Interlibrary loan (5 // 71.4%)
    - Specifically, access (2)
    - Specifically, speed (1)
- Cataloging (3 // 42.9%)
- Keeping the library in the mainstream of change, futuristic statement (3 // 42.9%)

> "Made community aware that the library was not a stagnant thing."
> "Keeps a small library in the mainstream."

- Improved services to patrons (2 // 28.6%)
- Staff morale (2 // 28.6%)
- PR, library image (1 // 14.3%)
- No benefits mentioned (1 // 14.3%)

DISADVANTAGES (N=7)

- Cost (6 // 85.7%)
    - Specifically, the public relations aspect (2)

> "Our conservative city fathers would eat us alive."
> "Bad to spend so much money in poor economic conditions."

- Specifically uncontrolled nature of costs (1)

> "At the present it would be like buying a pig in a poke."

- Down-time and response (1 // 14.3%)
- Not cost-effective for this library (1 // 14.3%)

> "It's really a tool for the librarian (cataloging) not for the patron (interlibrary loan). We already have that through IVLS. Getting this would not be cost-effective."

Staff time needed for retrospective conversion and travel (1 // 14.3%)

Turnaround time for catalog cards (1 // 14.3%)

Lack of subject access (1 // 14.3%)

> "Subject access might make it cost-effective for the small library."

Lack of responsiveness by OCLC to the needs of small libraries (1 // 14.3%)

> "OCLC needs to readjust their thinking in order to deal with the small library."

You'll have to ask the librarian about this (1 // 14.3%)

REASONS FOR NOT CONTINUING

What are your reasons for dropping OCLC? (N=7)

Cost (6 // 85.7%)

> "The only real reason."
> "Everyone thought we would benefit, but it isn't feasible at this time. People are being asked to cut back."
> "Prohibitive."

Did not see the benefits for our library (2 // 28.6%)

> "The feeling was that OCLC was good for the librarian but did not have much value for the patron. Had community response been better, an imaginative way to finance it might have been sought."
> "We are close enough to a large library. If we don't have what people need, they can go there."

Other priorities for library (2 // 28.6%)

Priorities cited included:

Improving staff salaries
Hiring additional staff
Building maintenance

The librarian did not recommend or recommended against it (2 // 28.6%)

> "We decided long ago to let the director run the library. She didn't recommend continuation."

BASIS OF DECISION

On what basis was the decision finally made? Was there one paramount factor or was it a balance of several factors? (N=7)

A balance of factors was involved (4 // 57.1%)

Factors involved which were not mentioned above were:

Older board members not ready for change
No recommendation either way received from librarian
Uncontrolled increases in cost so that the library can't plan

"Not a top priority for the director or the board."

One factor involved (3 // 42.9%)

For two libraries, the factor was cost.
For the other, the factor was the librarian's recommendation against continuation.

TERMINAL AVAILABILITY

How important was the availability of a terminal in your decision not to continue? Would you have continued if you had had a terminal? (N=7)

Terminal availability was not important. The availability of a terminal would not have changed the decision (7 // 100%)

"We were guaranteed a terminal, if we continued."
"Never considered having a terminal in-house."
"Didn't wait to hear about terminal placement."

DECISION-MAKING PROCESS

Please describe the process of the decision-making on OCLC in your library.

When did discussion begin? (N=7)

Spring of 1982 (4 // 57.1%)

"We are not completely closing the door."
"We had two meetings and two board members felt strongly that we should continue."

Decision-making was continuous throughout the Project (2 // 28.6%)

Never really made a decision (1 // 14.3%)

Was a tentative decision made and if so when? (N=7)

Spring of 1982 (5 // 71.4%)

"There was not much discussion. We really couldn't even seriously consider it."

Never really made a decision *per se* (2 // 28.6%)

> "There was no real decision. We did talk it through some. We really made the decision a long time ago."

Was there any specific information needed for the decision? (N=7)

Cost information (6 // 85.7%)

> "Several board members would have supported continuation if money was there."
> "Facts needed by OCLC. Didn't want to take a step backwards, but we can't afford it."

Cluster arrangements (2 // 28.6%)

Terminal distribution (1 // 14.3%)

Not applicable, followed director's recommendation (1 // 14.3%)

Was the decision contingent on the decisions of other libraries? (N=7)

No (7 // 100%)

Who influenced the decision? (N=7)

Influenced by librarian's recommendation (5 // 71.4%)

Not applicable (2 // 28.6%)

A board member (1 // 14.3%)

Was the decision packet used by the board? (N=7)

No (5 // 71.4%)

Yes (2 // 28.6%)

Was it helpful? (N=5)

Yes (2 // 28.6%)

For the librarian, yes (1 // 14.3%)

No (1 // 14.3%)

Somewhat (1 // 14.3%)

Were any other alternatives considered? (N=7)

No (5 // 71.4%)

Yes, considered other cluster arrangements (2 // 28.6%)

Why were they rejected? (N=2)

Couldn't realize the full benefit of OCLC without a terminal in-house (2 // 28.6%)

Wanted to cluster but couldn't cover their share of maintenance costs (1 // 14.3%)

PROJECT EVALUATION

Was the communication with the board about the Project and OCLC in general sufficient during the last two years? Was there sufficient and accurate communication from the System? (N=7)

Yes (5 // 71.4%)

No (2 // 28.6%)

"Would have liked someone from IVLS at our board meetings armed with answers to questions that we had wanted to ask."
"Lack of communication and confusion about when and how they would get a terminal."

How do you feel about your library's participation in the Project? (N=7)

It was a good experience (6 // 85.7%)

"It gave us experience with the new technology, a common reference point and a learning experience that the library could not have had on its own."
"We had an opportunity to test and evaluate prior to a major purchase."

Neutral response, some aspects of dealing with other libraries in the cluster were not positive (1 // 14.3%)

Was IVLS right to sponsor the Project? (N=7)

Yes (7 // 100%)

"Computers are coming of age. If we could apply it to libraries and library business, it is a step in the right direction."

APPENDIX M

MID-PROJECT DIRECTORS' CHECKLIST RESPONSES

Following their unstructured responses to the questions related to advantages and disadvantages of their participation in OCLC, the directors of participating libraries that had joined the Project prior to winter of 1980 (N=27) were asked to respond to the following checklist. The purpose of this list was to get some responses that were comparable among all directors. The respondents were asked which of the following benefits they had experienced in their use of OCLC.

At this point in the Project, do you perceive the following to be benefits of participation? (N=27)

	Yes	Percentage
Speed and/or accuracy in cataloging.	26	96.3%
Resource sharing.	26	96.3%
Speed and/or accuracy in interlibrary loan.	24	88.9%
Enhanced or new patron services.	23	85.2%
Increased job satisfaction/enhancement for you and your staff.	22	81.5%
Increased public relations, i.e. visibility.	21	77.8%
Reduction in the capability gap for small libraries.	17	63%
Verification.	16	59.3%
Enhanced cooperation.	15	55.6%
Cooperative collection development.	10	37%
Cost as an advantage over previous system	7	25.9%

After the specific items, directors were asked to respond to a summary question:

What about the ultimate effect on patrons, i.e., are they benefitting from your participation?	21	77.8%

APPENDIX N

END-PROJECT DIRECTORS' CHECKLIST RESPONSES

By June 30, 1982, all twenty-nine full participants in the OCLC Project had to decide whether or not to continue using OCLC and to assume the costs of doing so. Twenty-two libraries did continue. In July and August of 1982, each director was personally interviewed. At the end of each interview the director was given a "checklist" of more specific questions to fill out and return to the Project office. Twenty-six were eventually returned, twenty from continuing libraries and six from libraries not continuing OCLC use.

A copy of the checklist form follows this introduction. That in turn is followed by a report of results, giving the responses checked by the two groups of directors and some of their comments.

Checklist Questions for Directors

During the interviews, we asked you many open-ended questions. We would also like your reactions to the more specific issues on this list. Please take some time soon to check the appropriate answers and add any comments you wish. Thank you.

Library________________________________

The following items refer to the CATALOGING function of OCLC.

1. How does the quality (e.g. accuracy, completeness) of OCLC cataloging compare with your pre-OCLC cataloging?

   ___OCLC better
   ___About the same
   ___OCLC not as good

   Comments:

2. If the OCLC records contained more information than your previous cataloging, was the additional information

   ___Helpful
   ___Not needed/useful
   ___There was no additional information

   Comments:

3. After a year or two of experience with cataloging did you/your staff find the format of cataloging on the OCLC screen to be:

   ___Very clear
   ___Fairly understandable
   ____Too complicated

   Comments:

4. Do you think the patrons noticed any change in the information on the cataloging cards?

   ___Yes
   ___No
   ____Don't know

   Comments:

5. As compared with your previous cataloging method, did OCLC use result in your having catalog card sets in hand

   ___Faster
   ___Slower
   ___In about the same time

   Comments:

6. In terms of staff time used for cataloging, comparing OCLC with your previous cataloging method, did OCLC use require

___More staff time ___About the same ___Less staff time

Comments:

7. Is the patron better served by using OCLC for cataloging?

___Yes ___No ___Don't know

Comments:

The following items refer to the INTERLIBRARY LOAN function of OCLC.

8. Which of the following ways did your library use OCLC ILL?

___Send and receive requests through OCLC.

___Only receive requests, including having a host check your ILL file. (skip 9 & 10 below).

9. How did using OCLC to send requests affect the turnaround time between the patron's request and the receipt of the item in your library?

___Turnaround was faster than before OCLC ___About the same ___Slower than before

Comments:

10. In terms of staff time used for ILL operations and comparing OCLC ILL with your previous methods, did using OCLC require

___More staff time ___About the same ___Less staff time

Comments:

11. Do you believe that the patrons noticed any change in ILL service. If yes, please describe their reactions briefly.

___Yes ___No ___Don't know

Comments:

12. Is the patron better served by using OCLC for ILL?

___Yes ___No ___Don't know

Comments:

The following items refer to the PUBLIC ACCESS TERMINALS

13. Did you have a public terminal?

___Yes ___No (skip 14-17 below)

14. Did patrons make serious use of this terminal (i.e., not just for playing games)?

___A lot ___Some ___Very little ___No

Comments:

15. Did the public access terminal increase patrons' use of your library's own collection?

___Yes ___No ___Don't know

Comments:

16. How did the presence of the public terminal affect the public service staff?

___Helped staff ___Distracted staff ___Made little difference

___Other:________________________

Comments:

17. Did having the public terminal affect your decision to stay in or to leave OCLC? If so, how positively or negatively?

___Yes ___No ___Don't know

Comments:

The following items refer to STAFF AND PATRON REACTION to OCLC

18. In relation to your staff and yourself, do you think that using OCLC has:

___Increased job satisfaction   ___Decreased job satisfaction   ___Had no effect

Comments:

19. Overall, is OCLC use

___Saving staff time   ___Costing staff time
___Having little effect   ___Allowing better use of the same time

Comments:

20. In general, did the use of OCLC by your library increase the visibility of library services?

___Yes   ___No   ___Don't know

Comments:

21. How did using OCLC affect the library's image to the following groups:

Staff	-	___Improved image	___No effect	___Lowered image
Board	-	___Improved image	___No effect	___Lowered image
Patrons	-	___Improved image	___No effect	___Lowered image
Community as a whole	-	___Improved image	___No effect	___Lowered image

Comments:

END-PROJECT DIRECTORS' CHECKLIST RESPONSES

The following items refer to the CATALOGING function of OCLC.

1. How does the quality (e.g. accuracy, completeness) of OCLC cataloging compare with your pre-OCLC cataloging?

	OCLC Better	About Same	Not as Good	N
Continuing	95.0%	5.0%	0	20
Dropping	66.7%	33.3%	0	6
All Libraries	88.5%	11.5%	0	26

Comments:

Our previous cataloging, except those from book companies, had no summary of the book.

Baker and Taylor cataloging was acceptable, but was not available for as many of our items as OCLC is. OCLC record is fuller for each item than B&T.

While "K" level records and a very few other entries have sometimes had startling errors, on the whole I feel the completeness, quality, of the majority of OCLC cataloging is a real asset. I think subject coverage of cataloging entries is good and has improved our card catalog.

OCLC is a good way for us to upgrade our cataloging without upsetting the staff members.

For non-CIP things very helpful. But fairly small percentage of items non-Baker and Taylor cards.

Our cards are much more informative now - almost all useful material. Only some academic-type material does not apply.

2. If the OCLC records contained more information than your previous cataloging, was the additional information

	Helpful	Not Needed	No added Info.	N
Continuing	80.0%	15.0%	5.0%	20
Dropping	50.0%	50.0%	0	6
All Libraries	73.1%	23.1%	3.8%	26

Comments:

Notes and analytics were particularly helpful.

Sometimes deletions of OCLC information is made for our needs, as some records are too detailed. However, most of the time I feel the information is helpful in pinpointing the best subject headings, etc. for us to use.

Helpful to library staff, probably doesn't make much difference to the patron (special library).

Not needed/useful, for non-print the material often was not there.

3. After a year or two of experience with cataloging did you/your staff find the format of cataloging on the OCLC screen to be:

	Very Clear	Fairly Understandable	Too Complicated	N
Continuing	47.4%	52.6%	0	19
Dropping	25.0%	75.0%	0	4
All Libraries	43.5%	56.5%	0	23

Note: Not applicable to libraries whose cataloging was done by staff of another library.

Comments:

In most instances information was more than adequate, but understandable.

It's still difficult to train people to look different places for OCLC and catalog card information.

I wonder if the organization of fields could somehow be improved for quicker access to areas that require changes, i.e., 092, 049, 100 at top?

Staff found screen clear enough, but more complicated than needed for our library.

Format made sense - minute facets in original cataloging still force continuing education. This is a staff weakness, not an OCLC system problem (school library which catalogs AV).

4. Do you think the patrons noticed any change in the information on the cataloging cards?

	Yes	No	Don't Know	N
Continuing	25.0%	45.0%	30.0%	20
Dropping	16.7%	83.3%	0	6
All Libraries	23.1%	53.4%	23.1%	26

Comments:

A few mentioned that some cards were more explicit and others asked why! Also, why there was different looking printing on some cards.

Extra numbers at bottom and letters raised several patron questions.

They like additional information but many are still traumatized by lack of red bands at the top! (From a school which had used red for AV material.)

If anything, what they noticed was change in type font.

5. As compared with your previous cataloging method, did OCLC use result in your having catalog card sets in hand

	Faster	Slower	Same	N
Continuing	55.0%	20.0%	25.0%	20
Dropping	16.7%	66.7%	16.7%	6
All Libraries	46.1%	30.8%	23.1%	26

Comments:

Faster, this was good, but has caused a large filing backlog.

Faster, it was much simpler to catalog and then have the cards. Better to make time to do several books than to do one now and another several days later (small public library).

Faster, we batched before and there were long delays.

Faster, because para-professional now produces most cataloging. Process is not dependent on my being available.

Faster, did not require changes to be made, as on some cards from vendors.

About the same, our in-house produced cards had very little information on them and therefore could be typed about as quickly as OCLC cards are received.

Slower, in general, with the amount of books purchased we could produce our own cards faster. The exception would be for the book which provided a cataloging problem.

Slower, only because we used to get cards at the same time as books from our jobber. Then a delay occurred since it was necessary to type in call numbers and headings. OCLC is faster overall.

6. In terms of staff time used for cataloging, comparing OCLC with your previous cataloging method, did OCLC use require

	More Staff Time	About the Same	Less Staff Time	N
Continuing	0	25.0%	75.0%	20
Dropping	16.7%	16.7%	66.7%	6
All Libraries	3.8%	23.1%	73.1%	26

Comments:

Varied (from less to about the same) with material, personnel, and location of terminal.

Less, five minute average to modify most records.

About the same, the time is about the same but primary cataloging responsibility shifted from the library assistants to the librarian.

Less, our time study showed about 10% reduction in time.

Less professional staff time is required and less repetitive typing to produce cards.

More staff compared to Baker and Taylor card sets that came with the books, but less staff compared to books without cards.

7. Is the patron better served by using OCLC for cataloging?

	Yes	No	Don't Know	N
Continuing	80.0%	15.0%	5.0%	20
Dropping	16.7%	50.0%	16.7%	6
All Libraries	65.4%	23.1%	11.5%	26

Comments:

Yes, more items cataloged, more consistent headings, etc.

No, card catalog used mainly by library staff.

Yes, allowed us to get materials on shelves quicker.

Yes, I think OCLC provides overall better quality card cataloging from card content to uniform appearance.

Yes, information on cards was more adequate, books that I was not sure where to place I could bring up the record and see where it should be.

Yes, because we could taylor the cards to our needs with input stamps.

They are because the cards have more information on them.

The following items refer to the INTERLIBRARY LOAN function of OCLC.

8. Which of the following ways did your library use OCLC ILL?

	Send and Receive	Receive Only	N
Continuing	90.0%	10.0%	20
Dropping	66.7%	33.3%	6
All Libraries	84.6%	15.4%	26

9. How did using OCLC to send requests affect the turnaround time between the patron's request and the receipt of the item in your library?

	Faster With OCLC	About the Same	Slower With OCLC	N
Continuing	88.9%	11.1%	0	18
Dropping	75.0%	25.0%	0	4
All Libraries	86.4%	13.6%	0	22

Comments:

About the same, mostly used IVLS.

Faster, particularly where item was geographically close.

Faster, on several occasions we have received same day delivery of items from nearby libraries, and I think on the whole delivery is faster by sometimes a day or several days.

Faster, our requests more than doubled after faculty and students learned how quickly they could get materials using OCLC. The public access terminal helped this. The speed is especially good when an item is held by an IVLS library (academic library).

Faster, for the most part this is correct, unless it was a popular novel and libraries that were polled couldn't respond.

Definitely faster. Knew within three weeks (sometimes sooner) if loan was possible. Action could be taken (purchase copy, etc.) sooner.

10. In terms of staff time used for ILL operations and comparing OCLC ILL with your previous methods, did using OCLC require

	More Staff Time	About the Same	Less Staff Time	N
Continuing	44.4%	33.3%	22.2%	18
Dropping	33.3%	0	66.7%	3
All Libraries	42.9%	28.6%	28.6%	21

Comments:

More staff time. I believe this was because I wasn't used to using the computer interlibrary loan system. As I became more familiar with the method, I could do it much more quickly than when I first started.

About the same per request. More staff time did result, however, as the number of requests increased.

More, because of the double-fold increase in interlibrary loan requests we are spending much more time now requesting and responding to requests.

I can't really answer, I'm not sure we did enough before for a fair comparison.

11. Do you believe that the patrons noticed any change in ILL service. If yes, please describe their reactions briefly.

	Yes	No	Don't Know	N
Continuing	75.0%	15.0%	10.0%	20
Dropping	60.0%	20.0%	20.0%	5
All Libraries	72.0%	16.0%	12.0%	25

Comments:

Yes, people commented on how quickly the books came.

Yes, books were received much more quickly. A much wider selection became available.

Don't know. Those who actually used the public access terminal were pleased to be able to see who owned requested books and in some cases if it was a nearby library they went there to borrow it.

They were very pleased to have ready access to more known items.

Yes, they were thrilled to have access to so many more resources than our library alone could ever hope to offer (school library).

They recommended the service to peers (teachers) who had not known of it.

Interlibrary loan requests increased when we told patrons we could supply materials in two weeks rather than four (special library).

Yes, they were surprised at the geographical area from which we could get materials.

More materials received and more likely to be what they wanted.

We are more knowledgeable about where things are and can identify obscure items, i.e., dissertations (special library).

They were often astounded by the speed of the service; occasionally there was only two or three days turnaround.

12. Is the patron better served by using OCLC for ILL?

	Yes	No	Don't Know	N
Continuing	85.0%	5.0%	10.0%	20
Dropping	40.0%	40.0%	20.0%	5
All Libraries	76.0%	12.0%	12.0%	25

Comments:

Probably. If we had a terminal in-house it would be. I know it helps with IVLS paper requests.

Yes, easier to verify, locate and borrow items than before.

If you consider speed, yes. If you consider availability, no.

I think so. Requesting library is more in touch with status of request and sometimes the service is faster.

Yes, when we get a terminal in-house.

No, in the balance of costs and better service. People were satisfied before.

Yes, because we know where the book is.

The following items refer to the PUBLIC ACCESS TERMINALS

13. Did you have a public terminal?

	Yes	No	N
Continuing	70.0%	30.0%	20
Dropping	66.7%	33.3%	6
All Libraries	69.2%	30.8%	26

14. Did patrons make serious use of this terminal (i.e., not just for playing games)?

	A Lot	Some	Very Little	No	N
Continuing	21.4%	57.1%	14.3%	7.1%	14
Dropping	0	75.0%	25.0%	0	4
All Libraries	16.7%	61.1%	16.7%	5.6%	18

Comments:

Very little. The terminal was either down or was in use for retro conversion, cataloging, or interlibrary loan.

Very little. We had our terminal very early in the Project and not much was available from the other local libraries or our own.

Some. Mostly junior high school students (small public library).

Very little, terminal was in a bad spot for patrons to see to want to use it.

15. Did the public access terminal increase patrons' use of your library's own collection?

	Yes	No	Don't Know	N
Continuing	7.1%	57.1%	35.7%	14
Dropping	0	50.0%	50.0%	4
All Libraries	5.6%	55.6%	38.9%	18

Comments:

No. Serious users checked our catalog first, since we warned them that our entire collection was not on OCLC.

Yes, some increase, but not much.

16. How did the presence of the public terminal affect the public service staff?

	Helped Staff	Distracted Staff	Little Difference	Other	N
Continuing	64.3%	14.3%	14.3%	14.3%	14*
Dropping	50.0%	25.0%	25.0%	0	4
All Libraries	61.1%	16.7%	16.7%	11.1%	18

* One director checked both helped and distracted

Other:

Required time for user assistance, however, was boost to library image.

It took time to explain to patrons how to use the terminal, because very few wanted to experiment on their own.

Comments:

Helped staff. Many people did their own searching for ILL requests and listed holdings and OCLC numbers for items needed.

Distracted staff. We had not had our own terminal long enough for them to feel comfortable.

Basically, I think it helped them but it might have been hard to tell since down-time was a problem.

Really served as a job enhancement - a perk (instead of a pay raise?)

17. Did having the public terminal affect your decision to stay in or to leave OCLC? If so, how - positively or negatively?

	Yes	No	Don't Know	N
Continuing	35.7%	42.9%	21.4%	14
Dropping	0	100.0%	0	3
All Libraries	29.4%	52.9%	17.6%	17

Comments:

No. It's a service we owe our students and community; but the efficiency of the system to our staff ratio was the chief factor (school library).

Yes, I think the public access terminal boosted public awareness of OCLC and the board members' appreciation also.

Yes, it showed us just how effective the terminal was. It was definitely positive PR for the library.

Don't know. The deans and faculty's awareness increased which may well have helped in commitment to OCLC. The library staff was already highly committed to it.

Yes, even though we had much down-time, I realized its value when it was working properly.

The following items refer to STAFF AND PATRON REACTION to OCLC

18. In relation to your staff and yourself, do you think that using OCLC has:

	Increased Job Satisfaction	Decreased Job Satisfaction	Had No Effect	N
Continuing	90.0%	0	10.0%	20
Dropping	66.7%	0	33.3%	6
All Libraries	84.6%	0	15.4%	26

Comments:

Positive experience with the computer that boosts job prestige.

Definitely! Added a "spice to life." Knowledge of new technology and what's happening in other libraries.

It has greatly helped to have an in-house terminal. Helpful for cataloger, technical assistant for recon, acquisition information, faster interlibrary loan.

Increased job satisfaction, but increased job frustration at times.

19. Overall, is OCLC use

	Saving Staff Time	Costing Staff Time	Little Effect	Better Use of Staff Time	N
Continuing	35.0%	5.0%	5.0%	70.0%	20
Dropping	16.7%	50.0%	16.7%	16.7%	6
All Libraries	30.8%	11.5%	7.7%	57.7%	26*

*Some librarians checked more than one item.

Comments:

While ILL is taking more time, I believe cataloging time is less and overall quality of work is better.

While ILL takes about the same amount of staff time, the requests are filled quicker and it allows better use of time. Sometimes a student locates a book nearby and travels for it to get it faster.

Even though I am spending my own time to do the cataloging, it is much faster, because I always did spend a lot of my own time cataloging (small public library).

20. In general, did the use of OCLC by your library increase the visibility of library services?

	Yes	No	Don't Know	N
Continuing	85.0%	10.0%	5.0%	20
Dropping	50.0%	50.0%	0	6
All Libraries	76.9%	19.2%	3.8%	26

Comments:

Patrons became aware of the effort involved in filling their requests. They viewed the screen with the librarian when doing ILL, thereby becoming involved in the process.

Especially through the public access terminal and faster interlibrary loan.

Yes, a little (special library).

21. How did using OCLC affect the library's image to the following groups:

	Improved Image	No Effect	Lowered Image	N
STAFF				
Continuing	90.0%	10.0%	0	20
Dropping	66.7%	33.3%	0	6
All Libraries	84.6%	15.4%	0	26

	Improved Image	No Effect	Lowered Image	N
BOARD				
Continuing	78.9%	21.1%	0	19
Dropping	33.3%	66.7%	0	6
All Libraries	68.0%	32.0%	0	25
PATRONS				
Continuing	85.0%	15.0%	0	20
Dropping	50.0%	50.0%	0	6
All Libraries	76.9%	23.1%	0	26
COMMUNITY				
Continuing	61.1%	38.9%	0	18
Dropping	0	100.0%	0	5
All Libraries	47.8%	52.2%	0	23

Comments:

Staff and patrons were especially pleased. I do not know how positive the effect on the school board was, however they felt it was of significant value to allow the library to continue in the Project. I think very few in the community were aware of our participation. Those that were aware reacted positively as OCLC participation showed the school as being involved in progress with new ways to serve students.

Use of OCLC emphasized to all the library's commitment to progress and improved service. This was not a new point, but increased emphasis helped.

Administration of the college was helped in the few who used the library and are aware of OCLC benefits. Some administrators' awareness is difficult to gauge. Interest was sparked also in a couple of trustee members and some parents who attended functions while we had the public access terminal. When we first got our terminal and printer, I demonstrated it to our now inactive friends group. It was received so enthusiastically that one member got us a spot on Channel 25 to tell about it.

The library can be part of the "computer age" and publicity to that effect is helpful.

APPENDIX O

OCLC DECISION PACKET

During the mid-Project interviews, several directors asked that some presentation of Project results be available to them when they needed to make a decision on further OCLC use. This decision packet was designed to meet this need for individual libraries, using the data that was currently available. Where this model contains blanks, the libraries' copies had the appropriate information filled in. Decision packets were distributed as the library directors requested them during the winter and spring of 1982.

OCLC DECISION PACKET

Suggestions for Use

This packet of information is designed to provide you with the facts now available about the System, ____________________ and OCLC use. You may use these sheets any way you wish, but the suggested procedure is:

1. Have either the director or the governing authority review the various benefits/disadvantages and rank them at the end of each sheet.

2. Transfer these rankings to the last sheet of the packet. If a benefit/disadvantage is not evident in your experience or is not applicable to your library, do not rank it at all.

3. Add any other benefits/disadvantages you have experienced to the summary sheet.

4. Some of the costs of OCLC operations have been estimated for your library and transferred to the final summary sheet. If you do not agree with these costs, insert your own figures.

5. Some costs have not been given - those that involve cluster arrangements and shared operating expenses. If you are a host library, only the second of these will apply to you. If you are a guest and have determined your cluster arrangement, you may be able to fill in the last two lines of the summary sheet.

6. Use the completed summary sheet to contrast benefits with costs. You may wish to add a note to this sheet or prepare a similar sheet showing the costs and benefits of your pre-OCLC system.

CONTENTS

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  - Enhanced Patron Access to Resources
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  - Public Image
  - Staff Job Satisfaction
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  - Annual Operating Expenses
  - Unit Charges for OCLC Use
  - Supplies
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BENEFITS OF OCLC

Enhanced Patron Access to Resources

OCLC is a nation-wide, computer-operated system which gives each member library access to information about over 8 million titles owned by more than 2,500 libraries. The total number of separate volumes or copies represented on the data base exceeds 90 million. This means that ____________________ staff and patrons have a fast way to get current information on library materials and where they can be obtained.

In the IVLS area, because of the use of OCLC by 35 libraries and the special retrospective conversion projects libraries have done for this experiment, we have information on more than 500,000 individual volumes located in libraries from Bradley to Buda.

During our interviews in May of 1981 with all the library directors of Project libraries, 77.8% volunteered the opinion that the use of OCLC had increased patrons' access to resources.

The OCLC computerized system provides your staff with a "union catalog" containing the holdings of more than 2,500 libraries, 35 of them in the IVLS area. How would you rank the importance of this ACCESS TO RESOURCES for your library?

_____low _____medium _____high _____essential

_____we have not and do not expect to experience this benefit

BENEFITS OF OCLC

Sharing Your Collection

The focus of this Experimental Project is on resource sharing -- on using OCLC as a tool for libraries to share their collections with each other. Sharing collections allows libraries to make greater use of the resources of their own and other libraries, thus stretching the local tax dollars. So far, as a result of the Project and of earlier efforts by IVLS/OCLC libraries, the Experiment has been successful. There are now over 500,000 holdings symbols for IVLS libraries in the OCLC data base. These provide, in each OCLC library, a union catalog of resources immediately available from neighboring libraries. 204,000 of these holdings symbols were added to the data base as a result of the Project itself, through the cataloging and retrospective conversion done by new IVLS/OCLC libraries. _______ of these holdings were added by ________ ____________.

Regardless of whether you plan to use the terminal itself for sending interlibrary loan requests, adding your holdings to the data base adds to ILL effectiveness for all IVLS libraries. Equitable resource sharing depends on either the library itself or IVLS headquarters having as much information as possible on holdings in as many IVLS libraries as possible. No matter how small your library collection is, your contribution counts.

The figures below show the number of ILL requests sent to IVLS headquarters in the last few years. The first column is the total of requests received at IVLS, the second is the percent filled and third is the percent filled with resources from System libraries.

Year	Requests	% Filled	% IVLS Fills
1979	15,580	89 %	56.6%
1980	20,124	88.8%	63 %
1981	16,220	84.8%	59 %

In 1980, when the Project began, our in-System fills increased by 6.4%. In 1981 the System received fewer requests because of the number of loans being sent directly by OCLC libraries. Requests we did receive from these libraries generally reflected hard-to-get items, yet the in-System fill rate remained higher than 1979.

The resources shared by IVLS libraries through OCLC have led to more requests being filled by IVLS libraries for IVLS libraries. This, in turn, improves services to patrons of all IVLS libraries since fills within the System can be shipped more quickly and inexpensively than items coming from outside.

One alternative to sharing information via OCLC is the maintenance of a card catalog at IVLS headquarters with cards representing library holdings from system libraries. The System has been doing this for several years. Such a catalog has several disadvantages — it takes time for you to prepare and send the cards, it takes time for IVLS staff to file them, and searching can only be done by title so that, when the patron is unsure of the title information, additional work is needed to track down holdings.

Another option for sharing resources is the shared automated circulation system that is now being introduced in seven IVLS libraries. This cooperative project will create a data base with the holdings of 16 libraries in a four-system area rather than 2,500 libraries nation-wide. Although this cooperative project will be expanded in the future to include more libraries, it is debatable whether it is a viable option for small libraries.

The OCLC system provides a way to make your collection available to other libraries, just as many of theirs are now available to you. How important is SHARING YOUR COLLECTION to ____________________?

_____low _____medium _____high _____essential

_____we do not believe this is a benefit of OCLC

BENEFITS OF OCLC

Speed and Accuracy of Interlibrary Loan

After a title and its locations have been found on OCLC, the OCLC communication system itself can be used to order materials on Interlibrary Loan. This process sends an electronic message from one library's terminal to terminals in five selected OCLC libraries. The ILL subsystem helps your staff locate and order the item, check on the status of a request, answer requests from other libraries, and keep track of your current ILL activity. Every OCLC library, host or guest, has a responsibility for answering incoming requests from other libraries.

The table below shows the number of Interlibrary Loan requests _______________ has sent (through IVLS or over OCLC) over the last few years. ILL activity for the last year (1981) shows your use since the OCLC ILL subsystem was introduced to most of the Project libraries. Not included here are ILL requests made over the telephone or sent by means other than IVLS or OCLC.

Year	Your Library	All Project Libraries
1979	________	12,068
1980	________	16,659
1981	________	21,604

When you eliminate the role of IVLS headquarters in the ILL process, your patrons can generally get the items they need more quickly. Further, since your staff will usually be talking to the patron and using the terminal, the request might be placed more accurately and better meet the patron's need. Since the complete ILL file is on-line, a request can be checked at any time so the patron knows whether the material is being sent or whether some other action should be taken. Special circumstances like conditional loans and renewals can be handled by direct communication between your staff and the other library via the terminal.

Because of the high number of IVLS library holdings now on OCLC, it is also possible to eliminate the terminal as a communication tool once the item is located in an IVLS library. The borrowing library can use the telephone to arrange the loan (if that is acceptable to the lender) or the patron can pick up the book him/herself.

During the interviews in May of 1981, library directors were asked specifically whether increased speed and accuracy of ILL was a benefit of OCLC; 96.3% of them agreed that is was.

OCLC offers direct communications between ____________________ and other OCLC libraries to arrange for and maintain information on interlibrary loan requests. How would you rank the importance of SPEED AND ACCURACY OF INTERLIBRARY LOAN for your library?

_____low _____medium _____high _____essential
_____we have not and do not expect to experience this benefit

BENEFITS OF OCLC

Cataloging Functions

The OCLC on-line data base contains detailed cataloging information about more than 8 million titles. This information is constantly updated by the Library of Congress and by OCLC libraries to include new books, records, films, etc. The information on the OCLC record can be added to, altered or deleted by the ____________________ staff before they order catalog cards. The cards are received, already sorted and ready to be filed, about one week after ordering. The information on the cards will be customized to fit your library's needs.

Workflow

Your library staff finds cataloging information on OCLC for 98-99% of currently published trade books. Cataloging is found for about 85-90% of non-print or specialized technical materials. This is a higher percentage than libraries have been receiving from Baker and Taylor card orders (about 45% according to some Project libraries).

This high "hit" rate for OCLC means that your staff does not need to worry about cataloging information on most of your books and other materials. In a recent study of your library's use of OCLC it was also established that your staff accept _______ of the OCLC cataloging without modification. This means less work in both making cataloging decisions and in preparing catalog cards. In many libraries this frees staff for other tasks.

Some libraries have reported savings in staff time for cataloging operations. Other libraries have reported that, although they feel that the actual cataloging operation in their library takes about the same amount of time as before, more of it can be done by clerical staff, freeing the librarians to spend more time with the patron.

For libraries with printers, labels can also be produced through the terminal. The format available for these spine, book card and pocket labels is limited, but if it is acceptable to your library an additional typing step in book processing can be saved.

The terminal makes it possible to have complete information about the book as early in the processing stages as the library wants - even before the book is ordered. This early information can sometimes be used to speed up the ordering and processing of materials.

In the May 1981 interviews, 63% of the library directors volunteered the opinion that OCLC has improved the cataloging workflow. When they were later asked specifically whether increased speed and/or accuracy of cataloging was a benefit of OCLC, 96.3% all agreed.

Because of the complete and current cataloging information it provides, OCLC has made the cataloging process more efficient in most libraries. In others, it has allowed a shift of this work away from high level staff. How would you rank the importance of improved CATALOGING WORKFLOW for your library?

____low ____medium ____high ____essential
____we have not and do not expect to experience this benefit

BENEFITS OF OCLC

Quality and Uniformity of Cataloging

Most of the information on OCLC is the result of work by professional catalogers in the Library of Congress or other large research libraries. All of these catalogers are working according to a stringent national standard which defines not only what information is required on a record, but also how it will be presented. Thus, for example, an author known by several names should be treated in a uniform manner on the data base. Although there are bad records on the data base that require more editing, most records are up to the national standards. This high quality of cataloging for virtually every library item is much more than any library can afford to create on its own. The enhanced record, which is reflected in your catalog cards, provides more information to your patrons and staff. The uniform, predictable format of your OCLC cards and of the OCLC on-line record is an added benefit. Once the patron or staff member is accustomed to this record format, they know exactly where to look for different kinds of information.

Ordering cards from vendors, such as Baker and Taylor, will provide a uniform card format, but the "hit" rate for vendor cards is much lower than for OCLC, so the library staff must catalog more of the books in-house. In addition, if information must be changed (call numbers, subjects, etc.) on vendor cards, it is generally a more time-consuming process than changing OCLC information.

At the most basic level, library cataloging includes the Author, Title, Publisher and Date of Publication. Generally a separate card is made for the public catalog for the Author and for the Title, with additional cards for each desired subject heading. When cards are hand typed, the cards filed in the catalog, particularly for "added entries", may have less information on them than for the "main entry."

The information listed below (in addition to the basic information above) is provided by OCLC for all titles whenever it is appropriate, and can be printed on every card if desired. For each of these items, some or all of the IVLS Project libraries, prior to the Project, had not been able to provide the information on public catalog cards because of time and staffing restraints.

Edition
Place of publication
Number of pages, illustration statement, size
Standard reference titles for music and classics
Series (titles that cover a larger group of publications)
Descriptive notes
Summary notes of the story or subject for juvenile materials
Contents notes for collections and recordings
Added entries for joint authors, editors, illustrators, performers
Added entries for other readings of the title or series titles
Subject headings for non-fiction and for topical fiction

The smaller your library collection is, the more important it is to have the fullest possible access to every book in it. If a book covers several subjects or aspects of a subject, your patron should be able to find it in the catalog under all of them. If you have a book by two authors, patrons should be able to locate it looking under either name.

A worklog study was done last fall to find out how your staff used the terminal. The preliminary results show that _______ of the time the staff accepts OCLC cataloging as it appears without modification. This means that this fuller cataloging information is being used in your library now.

OCLC provides professional cataloging with full information in a uniform format. It offers access to an item through authors, illustrators, performers, varient titles and (on catalog cards) subjects. How would you rank the importance of this QUALITY AND UNIFORMITY OF CATALOGING for __________________?

____low ____medium ____high ____essential
____we have not experienced or do not need this benefit

BENEFITS OF OCLC

Archive Tapes

With computers becoming cheaper, smaller and faster all the time, and with the initiation of a cooperative automated circulation project in IVLS and surrounding systems, it is likely that ____________________ either is or may become involved in other automated library functions.

Libraries tend to automate operations that are repetitive and routine, such as circulation or filing. Automating such operations requires that a library have its basic cataloging information in a machine-readable form that can be handled by a computer -- that is, coded on magnetic tape or discs.

Whenever an item is cataloged by your library staff on OCLC, or whenever an OCLC record is updated to show that your library owns a title (retrospective conversion), that record with any modifications your staff has made is reproduced on a magnetic tape that is bought and stored by the Illinois State Library. These tapes can be obtained (at the cost of processing) through the State Library to be used in other automated projects or to produce special listings (such as a complete inventory for insurance purposes).

If you are engaged in an on-going automation project, such as a circulation system, records from OCLC can be transferred to the circulation data base intact, providing complete information on new acquisitions for a minimal expenditure of staff time. The alternative is to purchase tapes from vendors like Baker and Taylor, filling in information for titles they can't provide, or, manually typing into the circulation system either full or partial information about each book as it is added to your library.

As of January 1982, ____________________ has _______ records in machine-readable form as a result of the Project. This is the total number of titles your staff has either cataloged on-line or processed through their retrospective conversion project. From this base, you could build an archive tape which includes all of your collection.

The OCLC archive tapes offer a method of building and maintaining a machine-readable data base for your library's holdings to use in other library automation projects. How would you rank the importance of this ARCHIVE TAPE for your library?

____low ____medium ____high ____essential
____this benefit is irrelevant for this library

BENEFITS OF OCLC

Public Image

Many library directors feel that having OCLC has increased public and staff awareness of the library as a dynamic institution that is working to meet community needs. In the interviews of library directors done in May of 1981, 77% volunteered the opinion that OCLC has had a positive effect on the library's image with the public and staff.

Library patrons were asked to respond to a public attitude questionnaire last spring. They rated automation in libraries on a scale from 1 to 5 where 1 indicates the most positive attitude toward library automation and 5 the most negative one. The average rating by all patrons was 2.19. Patrons of your library give a rating of _______. (Detailed results on the ten specific questions are available from the Project Director.)

In some of the specific questions, patrons gave the following ratings:

I would rather use a computer than a card catalog	2.44
Automation is not dehumanizing	2.28
ILL lending by this library will not decrease book availability	2.45
Quality of library service has not deteriorated	1.93
It will be easier to find what other libraries own	1.78
It is valid to use money for automation instead of more books	2.61

Your director and staff members received a similar questionnaire, as did the governing authority itself. For these surveys, we did not breakdown the results by library, but the general ratings from all Project libraries (on a scale from 1 to 5 where 1 indicates the most positive attitude) showed:

Governing authority	2.26
Directors	2.21
Staff (without directors)	2.30

(Detailed results on specific items on the survey are available from the Project office.)

OCLC and the benefits it provides can have a positive effect on the way your patrons view the library. How would you rank the importance of OCLC's effect on ____________________ PUBLIC IMAGE?

____low ____medium ____high ____essential
____we have not and do not expect to experience this benefit

BENEFITS OF OCLC

Staff Job Satisfaction

In the interviews with directors in May 1981, 40.7% volunteered the opinion that working with OCLC had increased staff job satisfaction. When they were asked specifically about job satisfaction, 66.7% said they felt it was one of the benefits of OCLC use.

Using OCLC for cataloging and interlibrary loan can be a very stimulating and challenging experience for library staff. They are learning a new and highly technical skill while being in regular touch with a nation-wide network of libraries. The training period can sometimes be discouraging and the down time frustrating, but many felt that it has been, on the whole, a positive experience that has turned routine jobs into more interesting ones.

The following list gives some responses to relevant questions on a staff attitude survey given last Spring. These reflect attitudes of all the staff (directors included) of the Project libraries. The scale is from 1 to 5, where 1 indicates the most positive attitude.

OCLC has increased my job satisfaction	2.620
I would rather use the terminal than the card catalog	2.667
Information from the terminal has helped me in my work	2.266
Automation is not "dehumanizing"	2.031

Learning and using OCLC can add a new dimension to library work, increasing staff skills and interest. How would you rank the importance of increased STAFF JOB SATISFACTION through OCLC use?

____low ____medium ____high ____essential

____we have not and do not expect to experience this benefit

BENEFITS OF OCLC

Collection Development, Acquisitions, Reference

Some libraries have used the OCLC terminal in conjunction with a printer to prepare order slips to send to book vendors. This procedure uses the terminal for verification of the ordering information (author, title, publisher, etc.) and, in the same process, creates the order forms without any significant amount of typing. According to preliminary data, the average time needed for this operation is 2.08 min/title.

In addition to this in-house production of order forms, OCLC has recently initiated an acquisitions subsystem. It is now possible, through the terminal and the computer in Ohio to place an order for a book or other item, to encumber and disencumber funds, to keep track of the progress of an order and to have instantaneous, up-to-date reports on the status of all library materials purchasing funds. Since no Project library currently uses this new subsystem, no costs have been given in this packet. If you would like more information, please contact the Project Director.

The OCLC terminal can be used either in place of or in conjunction with Books in Print to verify titles and authors for patron requests. It can be used to some extent for reference work. Unfortunately, subject access to the OCLC data base is not yet available. When this access is provided (OCLC has stopped giving projected dates for this, so it is probably still a few years off), the terminal will be a valuable tool for answering subject-oriented reference questions as well.

Because of the large number of IVLS libraries on OCLC and because of their retrospective conversion of 1975 and later publications, a library can do some preliminary checking on materials before the decision is made to purchase them. If a doubtful or expensive item is available in another area library, the librarian may be able to examine it before ordering. Knowing that one title is readily available makes it possible for the librarian to chose other titles for your library to purchase, thus increasing the variety of information available to all System area patrons.

The information in OCLC about library materials and their locations can be helpful in several indirect ways besides the major benefits in resource sharing and cataloging. How would you rank the importance to ____________________ of these other benefits such as COLLECTION DEVELOPMENT, ACQUISITIONS AND REFERENCE?

____low ____medium ____high ____essential
____we have not and do not expect to experience these benefits

DISADVANTAGES OF OCLC

Technical Problems

OCLC has had serious technical problems over the last year. The fact that these problems are recent — not historically present — justifies some hope that they will eventually be cleared up as the system becomes powerful enough to cope with the huge demands being made on it. Meanwhile, all libraries have had to deal with excessive down time, poor response time and, in some cases, equipment problems. We certainly hope, but cannot guarantee, that these problems will be reduced in the near future. Certainly the equipment problems with "public access" terminals should be substantially reduced once they are permanently located at one site.

How would you rank the importance of OCLC's TECHNICAL PROBLEMS for __________ __________? (please note, the order of importance levels is reversed)

____prohibitive ____high ____medium ____low
____we have not experienced excessive technical problems

DISADVANTAGES OF OCLC

Documentation and Training

OCLC is an evolving system — it is constantly having its programs changed and expanded. These changes necessitate constant communication from OCLC and ILLINET to all member libraries concerning each difference, no matter how minute, which might effect any library. This communication entails an overwhelming amount of paperwork for libraries to deal with.

For a library without a specifically designated cataloging or OCLC staff member, it is very difficult to learn the necessary jargon, examine all the incoming documents and isolate the items of information that are important to local OCLC operations. In the same way, it is difficult for many OCLC Project libraries to update training for existing staff and to initiate new staff in OCLC procedures.

In recognition of these problems, IVLS has made a firm commitment to maintaining services in OCLC training and consulting after the Project ends. We feel it is important to have a local source of help for the problems that are inevitable when a library joins a nation-wide cooperative enterprise — especially one involving a constantly changing technology.

Despite the help the System will give, dealing with OCLC paperwork can be aggrevating. How would you rank the importance of these DOCUMENTATION AND TRAINING PROBLEMS for your library?

____prohibitive ____high ____medium ____low
____we have not experienced excessive documentation and training problems

DISADVANTAGES OF OCLC

Scheduling Problems

Before the introduction of OCLC, cataloging work in some libraries could be scheduled at the staff member's convenience, during slow periods or in between helping patrons. With OCLC, this kind of scheduling is more difficult since the limited terminal time must be scheduled among various staff members. If the actual cataloging is done at the terminal instead of through printouts, the cataloger will find that his/her schedule is more rigid than formerly. For a guest library which sends a staff member to the host library, the need for strict scheduling and consequent loss of staff flexibility is even greater. In the interviews with library directors in May of 1981, 18.5% felt that this was a problem for their library.

Scheduling terminal time and some loss of flexibility in staffing patterns can be a problem, particularly where other schedules such as staffing the public area need to be adjusted. How would you rank the importance of OCLC SCHEDULING PROBLEMS for ____________________?

____prohibitive ____high ____medium ____low
____we have not experienced any scheduling problems

OCLC COSTS

The following figures assume that a terminal and printer have already been acquired through the Project or by other means. Equipment costs are given on another sheet.

Annual Operating Expenses

These expenses may be shared among clustered libraries. The cluster itself will have to decide on an equitable division. The shares may be divided equally among all cluster libraries, or may be distributed proportionally based on the amount each library uses the terminal.

Annual terminal maintenance	$ 486.00	
Paid in advance = $ 452		
Paid monthly = $ 40.50/month		
Annual service charge	328.00	
Annual modem fee	600.00	
Annual printer maintenance	348.00	
TOTAL	$ 1,752.00	($ 146/month)

Unit Charges for OCLC Use

Libraries are charged by OCLC for each command to the computer to produce catalog cards or to initiate an interlibrary loan request. There are no computer charges for reproducing cards for the same title or for changing an ILL request already initiated. There are no charges for general searching of the data base, using the Name Authority File or using the Name Address Directory. Charges for materials are made for each catalog card that is produced and for shipping.

The costs given below (in the completed packet) are monthly averages for

____________________.

Cataloging charges
  (($ .0455 TIMES ______ cards/title) PLUS $2.21)
  TIMES ______ titles/month ______
Shipping for cards
  Average monthly charge ______
ILL charges
  $ 1.51 TIMES ______ ILL
  requests initiated per month ______

  ESTIMATED TOTAL MONTHLY CHARGE ______
  ESTIMATED TOTAL ANNUAL CHARGE ______

OCLC costs are not static. We fully expect further increases in the telecommunications charge (the charge made for use of the telephone line). This charge currently constitutes $ .75 of the $ 2.21 charged for cataloging and $ .25 of the $ 1.51 charged for interlibrary loan. Other price increases will undoubtedly occur in the future as inflation forces up the costs of operating the OCLC system.

OCLC COSTS

Supplies

The following supplies may be needed in your library, depending on your use of the terminal and printer. Costs for labels and for printer ribbons may be off-set by savings over your manual system. Because there are price benefits to buying in bulk, you may want to join with other IVLS/OCLC libraries to make large purchases.

Label sets	
Small labels	$ 23.88/1000
Large labels	$ 33.30/1000
Printer paper	$ 20.00/carton (1 ply, 7,500 sheets)
Printer ribbons	$ 3.96/ribbon
3x5 printer forms	$ 15.25/1000 (2 ply, for acquisition slips)
Dial access paper	$ 2.50/roll

OCLC COSTS

Equipment

Decisions will be made about the distribution of Project terminals and printers in mid-May of 1982. If terminals or printers currently in host libraries are to be moved, it will be done at the end of June 1982, or as soon thereafter as possible. Terminals which are currently being used for public access will be assigned in mid-May but will not go to their permanent locations until their scheduled use as public terminals is completed (between October 1982 and March 1983). For further information, please consult the Project Equipment Distribution Policy which is supplied with this packet.

Equipment Replacement

OCLC terminals are generally expected to last for 8 to 10 years. Your cluster should plan for replacement costs in the future, possibly by investing a certain amount each year. To help you plan for the future, equipment prices are given below:

OCLC terminal	$ 3,700.00	
TI 810 Printer	1,775.00	(plus shipping)
Printer stand	75.00	

The OCLC terminal price has remained constant for several years, even with the introduction of improved models.

It is sometimes possible to buy used or "reconditioned" OCLC terminals at reduced prices. If you are interested in this option, we will need to check with OCLC at the time you wish to buy to find out availability and prices.

The printer price reflects the price paid by the Project two years ago and has probably gone up. Also, there are several types of printers available for use with an OCLC terminal with varying capabilities and prices.

OCLC COSTS - STAFF TIME

The preliminary results of a study of your library's use of OCLC has shown the following costs in staff time. For purposes of comparison, the average time for all Project libraries is also given. Items which are starred indicate work your library staff would have regardless of OCLC use, although the amount of time needed or the frequency of occurence may have been different. Numbers in parentheses indicate estimates based on the average time for all libraries. Estimates are used when there is not yet enough data for your library.

Activity	Min/unit	Units/mon.	Hrs/mon.	Min/unit (Project aver.)
Cataloging at terminal				2.03
*Cataloging preparation				2.20
*Processing books and returned cards				3.34
Sending & updating ILL request (borrower) - terminal time				7.58
Receiving, answering & updating ILL request (lender) - terminal time				3.14
*Checking shelves/circ for ILL requests				1.46/1.52
*Shipping ILL requests (lent and borrowed)				1.83
Updating manual files				1.23
Answering paper requests				2.43
*Answering ILL phone calls				1.86
Preparing acquisitions slips at terminal				2.08
Retrospective conversion preparation				.70
Retrospective conversion, terminal time				1.59
Miscellaneous background activities (paperwork, meetings, etc.)				1.43 hrs/,month

MANUAL COSTS

It is difficult to establish costs for a non-OCLC cataloging operation. For some libraries a worklog study was done before they became active on OCLC. The costs established by these studies (Farmington Schools, Limestone High School, Pekin High School and Peoria Public Library) range from $ 2.59 to $ .90. The time required per title ranged from 15.36 minutes to 3.48 minutes. In some cases, the cost included the price of vendor cards at that time.

For most of the libraries in the Project, a brief sample study was done with a set of current books, most of which had CIP (cataloging information printed in the book). Staff members were asked to catalog them in the manner they had used previous to OCLC. Some librarians who did this test felt that the books were very easy and did not present the time-consuming problems that sometimes develop in cataloging.

The results of this test were times ranging from 16.85 min/title to 4.6 min/title and costs ranging from $ 3.01 to $ .32 per title. Some of these costs reflect the price of vendor cards.

The time and cost established for your library's pre-OCLC cataloging was _______ and _______ per title.

Interlibrary loan, before OCLC, was chiefly done through IVLS. We feel you should know our costs in staff time for such an operation to compare with your own in establishing the overall benefits of OCLC for the System. Any time and money that we do not have to use to do ILL for System libraries can be re-allocated to some other service.

Staff time used specifically on each ILL request: 11.11 min.

Average costs per request:

Staff time	$ .80
OCLC Charges	.24
Request Form	.05

Monthly costs (materials, computer maintenance, telephone, etc.)	$563.97
Average cost per request with distribution of monthly costs:	$ 1.43

OCLC COSTS AND BENEFITS - SUMMARY

Benefits

Please transfer your ratings for the benefits described in earlier sheets to this summary. If you judged any item as not experienced or not applicable to your library, do not record any rating here.

	Low	Med.	High	Essential
Access to Resources	____	____	____	____
Sharing Your Collection	____	____	____	____
Speed and Accuracy of ILL	____	____	____	____
Cataloging Workflow	____	____	____	____
Quality & Uniformity of Cataloging	____	____	____	____
Archive Tapes	____	____	____	____
OCLC and Public Image	____	____	____	____
OCLC and Staff Job Satisfaction	____	____	____	____
Coll Dev, Acquisitions, Reference	____	____	____	____

Disadvantages (note: column values are reversed)

	Prohib.	High	Med.	Low
Technical Problems	____	____	____	____
Documentation/Training Problems	____	____	____	____
Scheduling Problems	____	____	____	____

Costs

Please transfer to this sheet the costs appropriate to your cluster alternatives, monthly usage, etc. The figures below are given in terms of an average month.

	Dollars	Staff time
Operating costs (maintenance, service)	______	
Cataloging charges from OCLC	______	
Card shipping costs from OCLC	______	
Cataloging at terminal & preparation		______
ILL charges from OCLC	______	
Staff costs of OCLC ILL (combined)		______
Miscellaneous background activities		______

Guest Libraries only:

	Dollars	Staff time
Cluster alternative for cataloging	______	______
Cluster alternative for ILL	______	______